

St. Johns County School District

Cunningham Creek Elementary School



2017-18 School Improvement Plan

Cunningham Creek Elementary School

1205 ROBERTS RD, Saint Johns, FL 32259

<http://www-ccs.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	13%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Cunningham Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The Caring Cardinals of Cunningham Creek will build strong bodies, hearts, minds, and spirits so we can live, love, learn, and lead.

b. Provide the school's vision statement

Cunningham Creek Elementary School is a community of Caring Cardinals, committed to creating an atmosphere that encourages students to develop to their greatest potential. Through our commitment to Communicating, Caring and achieving Excellence, all Cardinals will soar with a passion for lifelong learning.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Cunningham Creek Elementary School builds positive, powerful relationships between students and teachers by creating a strong learning environment. Our faculty and staff consistently communicate with our students, seeking to understand their needs, and shaping teaching styles to meet those needs. We provide an emotionally safe learning environment where all perspectives are equally respected and there is no fear of ridicule from peers or the teacher. We seek to build relationships built on trust and feedback that go beyond academics. We celebrate our students' accomplishments and motivate them to strive for greater heights. Our faculty and staff strive to model the pillars of character, focusing equally on all students, so that no one feels marginalized or left out.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Cunningham Creek Elementary School participates in the national character education program Character Counts!. We focus on the six pillars of character, trustworthiness, respect, responsibility, fairness, caring, and citizenship. The Character Counts! program has created an environment of caring and kindness in our building. Students are taught to be respectful of every person they encounter, regardless of their differences. This school year, we will be implementing curriculum maps and lesson plans that focus on character development to deepen students' understanding of character development and to advance our building culture as one that places the highest priority on safety and civility. These pillars of character will be generalized throughout the school day, as well as in the community and in the home.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our schoolwide behavioral system is built on the following beliefs:

1. All students must be treated with dignity and respect.
2. Students should be taught the skills and behaviors necessary for success.
3. Motivation and responsibility should be encouraged through positive interactions and building relationships with students.

4. Student misbehavior represents a teaching opportunity.

Our process includes:

1. Using data to gain objective information about behavior and utilizing the MTSS process when necessary.
2. Structuring school settings to promote successful behavior from students.
3. Collaborating with entire school staff to help students to behave responsibly and providing professional development on best practices.
4. Self reflecting on what we can do as a staff to help students succeed.
5. Embedding the Character Counts Pillars in all we do to promote good character.

All of our rules and expectations for student conduct are based on the District-wide Student Code of Conduct.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Cunningham Creek Elementary School strives to ensure that the social and emotional needs of students are met through group and individual counseling and a robust character education program. Groups are offered to students on topics such as school success skills, friendship, and family changes. Girls' Group, a popular small group offered at CCE, focuses on helping fifth grade girls navigate the trials and tribulations that exist among female friendships. Banana Splits, a divorce group, meets to help children cope with their feelings associated with the divorce of their parents. The school counselor also offers "push-in" services to exceptional education students identified as needing further practice learning social skills. The school community teaches character education lessons that focus on the pillar of the month to support our district's mission and vision that "we will inspire strong character among all students." We also celebrate character achievements among our student body through monthly Character Counts celebrations. The Collaborative Classroom materials provide an embedded social/emotional curriculum within Being a Reader, Being a Writer, and Making Meaning.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school's MTSS team meets weekly to review the warning indicators.

We address attendance by meeting with parents and students, and developing attendance contracts and mentorships with our students.

To address suspensions, we develop and implement behavior plans for students who need an individualized approach. In addition, we match these students with a mentor adult to motivate and reinforce positive choices. We also provide character lessons on our Related Arts wheel weekly to all students.

To address academic course failure, we employ a mastery approach which includes reteaching, grade recovery, and small group remediation.

To prepare our students for statewide assessment success, we provide standards based, customized, differentiated, multi-modality learning opportunities throughout the instructional day. Accommodations for students with special needs are provided with fidelity. Interventions are provided to our low performing students, following the MTSS guidelines.

b. Provide the following data related to the school's early warning system

1. **The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	9	14	2	8	3	5	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	1	3	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	5	11	0	0	0	0	0	0	0	16

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	1	5	0	0	0	0	0	0	0	6

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The following strategies are employed to address the academic performance of our students:

- * MTSS review and monitoring of identified students
- * Tiered intervention plans for low-performing students
- * ESE support for students with special needs
- * Schoolwide recognition for academic improvement/achievement
- * Schoolwide recognition for character, positive choices, and good behavior
- * Schoolwide recognition for attendance
- * Mentorship program to match identified students with adult mentor
- * Student/teacher conferences to review progress and set goals for continued improvement

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

At Cunningham Creek we are extremely fortunate to have a very involved group of parents and community members that spend time at our school working with our children and our staff. Our school is able to offer our students an abundance of learning opportunities that may not otherwise be available. As our parents and community members fill out volunteer applications, we make an effort to use their strengths and trainings to benefit our students in the best way possible. As a school, we will continue to involve all stakeholders through programs, partnerships, mentoring activities.

Multiple sources are used to communicate with parents. Our teachers send a weekly email to their families to keep them informed of academic focus and classroom activities. Teachers also schedule individual conferences to discuss the progress of each child. The PTO maintains an active website

and sends frequent updates to families. School administration uses School Messenger to convey timely and important information. The school website contains a plethora of useful information to keep families informed.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school's PTO has made significant efforts to reach out and include the many community businesses in our school program. Information sharing has been key to the process by which CCE PTO forges strong partnerships with the local business community. PTO works to share information on three fronts: 1) making parents aware of who our business partners are, 2) keeping the business partner informed of how PTO invested his or her contributions and why it is important for education, and 3) maintaining a close relationship with administration, teachers and staff, allowing PTO to be well informed of school needs.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jarrell, Edie	Principal
Goodwin, Kenneth	Assistant Principal
Ritchie, Christa	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: At Cunningham Creek Elementary, the principal facilitates a focused vision on the use of data-based decision-making, ensures that the school-based team is implementing MTSS with fidelity, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities, as well as serving as a member of the MTSS team.

Assistant Principal: The assistant principal at Cunningham Creek Elementary also provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, communicates with parents regarding school-based MTSS plans and activities, and also participates on the MTSS team.

Instructional Literacy Coach: Cunningham Creek Elementary's Instructional Literacy Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and

implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring, and is the facilitator of the MTSS team.

Guidance Counselor: At Cunningham Creek Elementary the guidance counselor is also a member of the MTSS team. The counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions such as school counseling and social skills training, the counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Weekly our MTSS core team meets, following an agenda to discuss SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. We also hold weekly MTSS meetings to discuss individual students who are not meeting grade level proficiency.

The Instructional Coach researches, monitors, and maintains an inventory of researched based interventions and guides the team in the appropriate use of interventions for the identified needs of the students. SAI funds and general operating dollars support the cost of these resources.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Bridget Jeffers	Teacher
Edie Jarrell	Principal
Sherese Jackson	Parent
Sherry Galbraith	Teacher
Alex Langston	Teacher
Courtney Zitzewitz	Teacher
Jennifer Troupe	Teacher
Kelly Langford	Business/Community
Camille Beliard	Parent
Gary Davis	Parent
Kimberly Cooke	Parent
Heather Shanholtzer	Parent
Sommer Farrin	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Throughout the school year, the SAC reviewed the goals of the School Improvement Plan to ensure that efforts were aligned with school vision and mission. Frequent review of data and school wide initiatives were shared and discussed. We will continue to review as new data becomes available.

b. Development of this school improvement plan

The SIP is written with the participation of SAC members in conjunction with the school leadership team. This team determines appropriate school goals based on qualitative and quantitative data. We seek input from all stakeholders as we develop our plan. Surveys and feedback guide our plan.

c. Preparation of the school's annual budget and plan

Our School Advisory Council reviews budget requests from the faculty to ensure alignment to our School Improvement Plan. The principal shares the budget and staffing information with SAC, following the district budget meeting. As changes occur, updates and discussions are held to obtain input and provide the latest information.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Any funds allocated will be utilized to enhance classroom instruction through purchase of materials and staff training.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jarrell, Edie	Principal
Ritchie, Christa	Instructional Coach
Kelly, Dana	Teacher, K-12
Seckinger, Lauren	Teacher, K-12
Goodwin, Kenneth	Assistant Principal
Tutten, Constandina	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Our Literacy Leadership Team creates and provides professional development for all teachers to strengthen their implementation of a Balanced Literacy instructional framework in their classrooms. Our LLT will support teachers application of 'Being a Writer' and 'Making Meaning' through instructional modeling, PLC's, and Lesson Study. Through this collaboration of the LLT and faculty, students will have enhanced abilities to search and sort through information and to synthesize and analyze the information they encounter. The Literacy Leadership Team will ensure that teachers have the professional support to create classroom environments that promote daily opportunities for students to carefully read and reread texts for intellectual purposes and have the ability to respond to that reading in writing.

The LLT promotes literacy by maintaining a focus on mastery of state standards through vertical planning, data dialogues, and professional development. Our Vertical Learning Community focuses on building a seamless path for students moving up in each grade level. A focus on a schoolwide balanced literacy framework provides a differentiated, customized learning path for our students. Teachers reflect on student data to determine next learning steps for each student. The MTSS team reviews student data dashboards to ensure that all students are making adequate gains. Professional development includes a focus on best practices, high yield strategies, curriculum support materials, district maps, and state resources.

To encourage our students to become prolific readers, we have a schoolwide reading initiative sponsored by our Media program. Students chart their reading progress and those achieving their goal are celebrated. We celebrate our favorite books and authors with our annual Literacy Parade. We celebrate Florida Literacy Week with schoolwide events to promote a love for reading. Our students are encouraged to read throughout the summer, completing a BINGO card to record their book selections. Participants are invited to a schoolwide BINGO party to celebrate their summer accomplishments.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our philosophical framework for leadership is built upon the principle of synergy - working together creates stronger outcomes and greater success. Our teachers' recognize the value of meaningful teamwork and collaborative cooperation. All our grade levels are housed in the same area of the building

for geographical convenience. The planning blocks are aligned to give the grade levels additional collaborative time. Grade level expectations include a shared website, team decision-making, and cooperative activities across the grade. Monthly grade level meetings, synergy sessions, WOW weekly grade level professional development, monthly Vertical Learning Communities, and district opportunities for inservice serve to promote strong bonds of collaboration amongst our staff. Social events encourage positive working relationships in a relaxed setting.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our school recruits, develops, and retains highly qualified, certified-in-field, effective teachers in the following ways:

- Within Applitrack (employment system) we use the FIT indicator score to screen potential teachers.
- Work closely with district Human Resource staff to verify teacher certification validity.
- New teachers are assigned Mentor Teachers
- New teachers participate in Rookie Rallies led by the Instructional Coach.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our mentoring program ensures an effective transition to our school. The Instructional Coach facilitates ongoing gatherings to guide the process of assimilating new staff into the school culture, answer questions, and assist in problem solving. New teachers are paired with veteran faculty members based on subject area, grade level, and perceived personality fit. Our goal is that recent hires have direct access to detailed knowledge of the operation of our school, curriculum assistance, and educational expertise. Through the mentoring program they are able to access all of this knowledge in an informal setting. Activities include monthly meetings, impromptu discussions, and professional book talks.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and

assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Cunningham Creek Elementary uses student data to provide and differentiate instruction to meet the diverse needs of students through ongoing data reviews both at the school and individual teacher levels. We do this through the following examples:

1. MTSS team reviews school-wide data weekly to determine needs of our students. Team provides resources to teachers to remediate students who are struggling to achieve grade-level standards. This team is truly a problem solving team as we analyze student data for struggling and high-proficiency students. We also work closely with our ESE teachers to provide problem-solving opportunities.
2. Administrators meet with teachers for data dialogue to discuss students at all levels and next steps for instruction.
3. Grade levels meet monthly through our Lesson Study format to analyze current student data to then make adjustments to instruction through the lens of the Florida State Standards.
4. Teachers use formative assessments to make decisions for next steps for instruction (from remediation to enrichment).
5. Teachers differentiate small group instruction to meet the needs of the diverse learners in their classrooms.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Cunningham Creek Elementary School hosts a variety of Pre-K programs in-house. Our Pre-K teaching staff consistently communicates with our Kindergarten teachers to ensure that the Pre-K children are being adequately prepared for Kindergarten. Our Pre-K teachers develop their schedules to align with the typical kindergarten class schedule, as well as classroom set-up in order to facilitate a smooth transition. Some of our Pre-K students are also included in age appropriate activities with the Kindergarten students so they are able to slowly acclimate to the Kindergarten setting. These steps help us facilitate preparation for Kindergarten. To ensure their readiness, the Pre-K teachers, also work closely with the Kindergarten teachers at the beginning of the year to fully implement IEP goals and share behavior management strategies that worked well for each student.

At Cunningham Creek Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs, thereby assisting in the development of rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Number Recognition, Oral Language/Syntax, Print/Letter Knowledge, Phonological Awareness/Processing and Sight Word Recognition. This screening data will be collected and aggregated. Data will also be used to plan daily academic and social/emotional instruction for all students. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. . We work with outside agencies, such as Episcopal services, ChildFind, FDLRS, and VPK to build the bridge from Preschool to Kindergarten. During the first week of school, our PTO holds a breakfast to share opportunities and information with parents of new Kindergarteners.

Individual meetings are held for our rising 6th graders with staff from both schools to with customize plans (504, EPs, IEPs, ESOL, Health Care, Behavior) to support the transition from Elementary to Middle School.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Students will meet their individual targeted growth goal in Reading, as measured routinely through iReady Diagnostic and Instruction.
- G2.** Students will have the opportunity to participate in STEM activities to lead them to mastery of grade level Science and Math standards.
- G3.** Students will have the opportunity to demonstrate leadership and character, strengthen their life skills and participate in service to the community.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students will meet their individual targeted growth goal in Reading, as measured routinely through iReady Diagnostic and Instruction. 1a

G096431

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- first year of implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- PD for teachers

Plan to Monitor Progress Toward G1. 8

Reviewing student reports from iReady will help us to monitor for progress toward meeting goal.

Person Responsible

Christa Ritchie

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

We will collect data to show if students are making adequate growth toward their individual target level. We will also use the diagnostic data from the 3 assessments given throughout the year.

G2. Students will have the opportunity to participate in STEM activities to lead them to mastery of grade level Science and Math standards. 1a

G096432

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- availability of materials

Resources Available to Help Reduce or Eliminate the Barriers 2

- SAC, PTO, grants, school funds

Plan to Monitor Progress Toward G2. 8

Student work samples from all grade levels, as well as assessment data will help monitor progress toward the goal.

Person Responsible

Kenneth Goodwin

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

I-Ready Math, student work samples, teacher feedback

G3. Students will have the opportunity to demonstrate leadership and character, strengthen their life skills and participate in service to the community. 1a

G096433

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	80.0

Targeted Barriers to Achieving the Goal 3

- time

Resources Available to Help Reduce or Eliminate the Barriers 2

- Character Counts on the Related Arts wheel

Plan to Monitor Progress Toward G3. 8

We will progress monitor student goal attainment and documentation of community service.

Person Responsible

Sara Hallett

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

student goal sheets; community service data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students will meet their individual targeted growth goal in Reading, as measured routinely through iReady Diagnostic and Instruction. **1**

 G096431

G1.B1 first year of implementation **2**

 B259507

G1.B1.S1 Students will use iReady instruction to receive customized lessons and practice. **4**

 S274847

Strategy Rationale

Targeted instruction and practice will provide each student a rigorous and supportive learning path.

Action Step 1 **5**

Teachers will design reading block to include iReady instruction, toolbox, and materials.

Person Responsible

Christa Ritchie

Schedule

Daily, from 8/29/2017 to 5/18/2018

Evidence of Completion

daily schedule, feedback from teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations and review of lesson plans will be used to monitor for fidelity of implementation.

Person Responsible

Edie Jarrell

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

observation reflections, lesson plans, and iReady reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

A review of iReady reports for growth toward learning target will help monitor for effectiveness.

Person Responsible

Christa Ritchie

Schedule

Weekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

We will pull reports to show the time on the iReady program and the growth of individual students, classes, grades, schoolwide.

G2. Students will have the opportunity to participate in STEM activities to lead them to mastery of grade level Science and Math standards. 1

G096432

G2.B1 availability of materials 2

B259508

G2.B1.S1 Students will participate in STEM activities to apply Science, Technology, Engineering, and Math concepts. 4

S274848

Strategy Rationale

Providing hands on experiences to students increases the depth of understanding, increases engagement, and fosters creativity.

Action Step 1 5

Students will participate in a variety of STEM activities throughout the year.

Person Responsible

Christa Ritchie

Schedule

Weekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom observations and review of lesson plans will help to monitor for fidelity of implementation.

Person Responsible

Edie Jarrell

Schedule

Weekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

lesson plans, student projects, portfolios, assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will evaluate the effectiveness of STEM efforts through the Math and Science VLC meetings.

Person Responsible

Christa Ritchie

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

feedback from teachers, students work samples

G3. Students will have the opportunity to demonstrate leadership and character, strengthen their life skills and participate in service to the community. 1

G096433

G3.B1 time 2

B259509

G3.B1.S1 Use the Character Counts Related Arts block to provide an opportunity for Leadership Development and a focus on Community Service 4

S274849

Strategy Rationale

This block is already on the schedule

Action Step 1 5

Students will develop character and leadership through daily activities in their classrooms and during Character Counts Related Arts.

Person Responsible

Christa Ritchie

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

student goal sheets and community service evidence

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Observation of Character Counts Related Arts Block and general classrooms will help to monitor for fidelity of implementation.

Person Responsible

Edie Jarrell

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Teacher lesson plans and student leadership notebooks

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student, parent, and teacher feedback through surveys will help to monitor for effectiveness.

Person Responsible

Bridget Jeffers

Schedule

On 4/27/2018

Evidence of Completion

qualitative feedback on survey regarding leadership, character, life skills, and community service

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S1.MA1 M396847	Student, parent, and teacher feedback through surveys will help to monitor for effectiveness.	Jeffers, Bridget	1/8/2018	qualitative feedback on survey regarding leadership, character, life skills, and community service	4/27/2018 one-time
G2.B1.S1.MA1 M396844	Teachers will evaluate the effectiveness of STEM efforts through the Math and Science VLC meetings.	Ritchie, Christa	9/5/2017	feedback from teachers, students work samples	5/18/2018 monthly
G3.MA1 M396849	We will progress monitor student goal attainment and documentation of community service.	Hallett, Sara	9/5/2017	student goal sheets; community service data	5/18/2018 monthly
G1.B1.S1.MA1 M396841	A review of iReady reports for growth toward learning target will help monitor for effectiveness.	Ritchie, Christa	9/5/2017	We will pull reports to show the time on the iReady program and the growth of individual students, classes, grades, schoolwide.	5/18/2018 weekly
G1.B1.S1.MA1 M396842	Classroom observations and review of lesson plans will be used to monitor for fidelity of...	Jarrell, Edie	9/5/2017	observation reflections, lesson plans, and iReady reports	5/18/2018 monthly
G1.B1.S1.A1 A368990	Teachers will design reading block to include iReady instruction, toolbox, and materials.	Ritchie, Christa	8/29/2017	daily schedule, feedback from teachers	5/18/2018 daily
G2.MA1 M396846	Student work samples from all grade levels, as well as assessment data will help monitor progress...	Goodwin, Kenneth	8/28/2017	I-Ready Math, student work samples, teacher feedback	5/18/2018 weekly
G2.B1.S1.MA1 M396845	Classroom observations and review of lesson plans will help to monitor for fidelity of...	Jarrell, Edie	9/5/2017	lesson plans, student projects, portfolios, assessments	5/18/2018 weekly
G2.B1.S1.A1 A368991	Students will participate in a variety of STEM activities throughout the year.	Ritchie, Christa	9/5/2017		5/18/2018 weekly
G1.MA1 M396843	Reviewing student reports from iReady will help us to monitor for progress toward meeting goal.	Ritchie, Christa	9/5/2017	We will collect data to show if students are making adequate growth toward their individual target level. We will also use the diagnostic data from the 3 assessments given throughout the year.	5/18/2018 monthly
G3.B1.S1.MA1 M396848	Observation of Character Counts Related Arts Block and general classrooms will help to monitor for...	Jarrell, Edie	9/5/2017	Teacher lesson plans and student leadership notebooks	5/18/2018 monthly
G3.B1.S1.A1 A368992	Students will develop character and leadership through daily activities in their classrooms and...	Ritchie, Christa	8/14/2017	student goal sheets and community service evidence	5/18/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will meet their individual targeted growth goal in Reading, as measured routinely through iReady Diagnostic and Instruction.

G1.B1 first year of implementation

G1.B1.S1 Students will use iReady instruction to receive customized lessons and practice.

PD Opportunity 1

Teachers will design reading block to include iReady instruction, toolbox, and materials.

Facilitator

Christa Ritchie

Participants

classroom teachers

Schedule

Daily, from 8/29/2017 to 5/18/2018

G2. Students will have the opportunity to participate in STEM activities to lead them to mastery of grade level Science and Math standards.

G2.B1 availability of materials

G2.B1.S1 Students will participate in STEM activities to apply Science, Technology, Engineering, and Math concepts.

PD Opportunity 1

Students will participate in a variety of STEM activities throughout the year.

Facilitator

Christa Ritchie

Participants

classroom teachers

Schedule

Weekly, from 9/5/2017 to 5/18/2018

G3. Students will have the opportunity to demonstrate leadership and character, strengthen their life skills and participate in service to the community.

G3.B1 time

G3.B1.S1 Use the Character Counts Related Arts block to provide an opportunity for Leadership Development and a focus on Community Service

PD Opportunity 1

Students will develop character and leadership through daily activities in their classrooms and during Character Counts Related Arts.

Facilitator

Christa Ritchie

Participants

classroom teachers

Schedule

Weekly, from 8/14/2017 to 5/18/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will design reading block to include iReady instruction, toolbox, and materials.				\$17,330.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0381 - Cunningham Creek Elem. School	Other		\$17,330.00
			<i>Notes: SAI</i>			
2	G2.B1.S1.A1	Students will participate in a variety of STEM activities throughout the year.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0381 - Cunningham Creek Elem. School	Other		\$3,000.00
			<i>Notes: PTO</i>			
3	G3.B1.S1.A1	Students will develop character and leadership through daily activities in their classrooms and during Character Counts Related Arts.				\$0.00
					Total:	\$20,330.00