

Cunningham Creek Elementary School

1205 ROBERTS RD, Saint Johns, FL 32259

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	14%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	22%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary 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 10/7/2015.

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cunningham Creek Elementary School exists to create an atmosphere that encourages students to develop to their greatest potential. Through commitment to Communicating, Caring and achieving Excellence we hope to instill a passion for lifelong learning.

Provide the school's vision statement

Cunningham Creek Elementary School will evolve and build capacity as a high-achieving Learning Community with a focus on learning for all students with a commitment to 180 days growth for each and every child that we serve.

School Environment

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 space where different opinions 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 academic progress solely. We praise and celebrate our students' accomplishments and motivate them to achieve more. At all times our faculty and staff strive to model true equity, focusing equally on all students, so that no one feels marginalized or left out.

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, no matter how different they may be from themselves. 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.

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 through assistance of our school Foundations Team.
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.

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

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 divorce. 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 strong 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.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

At Cunningham Creek we are extremely fortunate to have a very involved group of parents and community members that are willing to 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, and tutoring activities.

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

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.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Strickland, Jud	Principal
Rudi, Cristin	Instructional Coach
Murphy, Jeanette	Assistant Principal
Martin, Anna	Psychologist
Muehlman, Allison	Guidance Counselor
Arsenault, Donna	Other

Duties

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 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, and communicates with parents regarding school-based MTSS plans and activities, as well as paMTSScipating on 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 paMTSScipates 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; paMTSScipates in the design and delivery of professional development; provides support for assessment and implementation monitoring, and is the facilitator of the MTSS team.

School Psychologist: The school psychologist assigned to Cunningham Creek Elementary is a member of the MTSS team and paMTSScipates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning,

and program

evaluation; and assists with facilitating data-based decision making activities.

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.

Behavior Specialist: As an MTSS team member, the behavior specialist at Cunningham Creek Elementary assesses behavior, develops intervention plans and provides support to school staff in the implementation, data collection and data analysis of behavior issues.

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 school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Cunningham Creek Elementary School will utilize SAI Dollars to support before and after school safety nets for students scoring at the lowest 25% in Reading and Mathematics on 2015 FSA. Funds will be utilized to pay teachers for instruction after school hours and for instructional materials.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bridget Jeffers	Teacher
Sue Sherman	Education Support Employee
Claire Wamsley	Teacher
Randall Strickland	Principal
Robert Block	Parent
Jill Turrentine	Business/Community
Kathy Gilmore	Business/Community
Christine Costello	Parent
Sherese Jackson	Parent
Lynn Raiser	Parent
Angie White	Parent
Huong Lam	Parent
Christopher Degroat	Parent
Catherine Peralta	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Progress towards meeting School Improvement Goals was provided during School Advisory Council meetings. Our School Advisory Council also conducted a mid-year review of our 2014-2015 School Improvement Plan.

Development of this school improvement plan

School Advisory Council members are involved in the creation, implementation, and evaluation of the goals and strategies used to create the school improvement plan. It is a tool used as a fluid document to drive instruction and school-based decisions.

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.

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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Strickland, Jud	Principal
Rudi, Cristin	Instructional Coach
Galbraith, Sherry	Teacher, K-12
Underwood, Mandy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Our school promotes collaboration by providing faculty and staff a variety of opportunities including:

- Monthly Professional Development Sessions
- Monthly Team Planning
- Team Leader Meetings
- Foundations Team
- District Inservice Days
- District Adobe Connects
- Grade Level Meetings

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 Teacher Insight score to screen potential teachers.
- Work closely with district Human Resource staff to verify teacher certification validity.
- New teachers are assigned Mentor Teachers and a District Peer Evaluator.
- Conduct monthly new teacher meetings to develop team loyalty and enhance school culture.

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

Teachers new to our team enter our teacher mentoring program. 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) 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 PLCs 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, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system 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 elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, 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 each quarter 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 for the highest level student mastery of the Florida Standards.

Instructional Strategies

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.

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:

Students scoring in the lowest quartile of FCAT Reading and FCAT Math will participate in the iready program in the computer lab prior to school twice a week for 30 minute sessions.

Strategy Rationale

Iready software is linked to the new Florida Standards and offers students additional time to work on reading and math lessons that are prescriptively planned for their current level.

Strategy Purpose(s)

- Core Academic Instruction

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

Iready Assessment Data
DE Tests

Strategy: After School Program

Minutes added to school year:

Students scoring in the lowest quartile on FCAT reading will participate in weekly Book talks once a week for one hour. Students will be assigned Florida Sunshine Books. There will be a strong home to school connection so parents are able to read the books with their child and have conversations that are linked to standards.

Strategy Rationale

Increasing the reading volume of our lowest quartile students will increase learning gains.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Strickland, Jud, jud.strickland@stjohns.k12.fl.us

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

DE Tests
STAR Assessment
Student Reading Journals

Strategy: After School Program

Minutes added to school year:

Students performing the lowest quartile on FCAT Math will participate in an after school Knowing Math group twice a week for one hour sessions.

Strategy Rationale

Knowing Math is a researched based math program that has proven success when used with students at least one year behind grade level in math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Strickland, Jud, jud.strickland@stjohns.k12.fl.us

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

DE Tests
Bi-weekly Scrimmage results

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 is fortunate enough to host 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 try to mimic 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.

College and Career Readiness

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

NA

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

NA

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

NA

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

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.** Increase opportunities for all students in Kindergarten, first, and second grades to participate in text based writing through the implementation of 'Being a Writer'.
- G2.** Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' and providing students with reading strategies for continuous academic growth.
- G3.** Implement daily intervention and differentiated lessons to increase instructional contact time with students identified as at risk by state, district, and school level assessments.

Strategic Goals Detail

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

G1. Increase opportunities for all students in Kindergarten, first, and second grades to participate in text based writing through the implementation of 'Being a Writer'. 1a

G068960

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	80.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	85.0

Resources Available to Support the Goal 2

- School Literacy Coach Collaborative Classroom Trainers District Literacy Coaches

Targeted Barriers to Achieving the Goal 3

- Adequate time for professional development for all teachers in Kindergarten, first, and seconds grade to implement new curriculum with fidelity.

Plan to Monitor Progress Toward G1. 8

Monitor effectiveness of teacher instruction through the use of iobservation and analysis of student writing samples.

Person Responsible

Jud Strickland

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data from student text based writing will be collected monthly and analyzed for individual student growth. Teacher evaluations through iobservation.

G2. Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' and providing students with reading strategies for continuous academic growth. 1a

G068961

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	85.0
Math Gains	80.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- ILC Collaborative Classroom Coaches District Literacy Coaches Model Schools Online Courses

Targeted Barriers to Achieving the Goal 3

- Adequate time for professional development for all teachers in third, fourth, and fifth grade to implement new curriculum with fidelity.

Plan to Monitor Progress Toward G2. 8

Monitor effectiveness of teacher instruction through the use of iobservation and analysis of student use of comprehension strategies.

Person Responsible

Jud Strickland

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

iobservation Student Reading Journals Formative Assessments Discovery Education Tests

G3. Implement daily intervention and differentiated lessons to increase instructional contact time with students identified as at risk by state, district, and school level assessments. 1a

G068962

Targets Supported 1b

Indicator	Annual Target
Math Gains	85.0
ELA/Reading Gains	80.0
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Knowing Math iready Comprehension Toolkit SAI/SAR Budget

Targeted Barriers to Achieving the Goal 3

- Lack of instructional time for small group, specialized instruction for targeted groups of at-risk students who are preparing to take increasingly rigorous assessments.

Plan to Monitor Progress Toward G3. 8

Conduct data analysis of student reading journals, Discovery Education Tests, and FSA to track student progress.

Person Responsible

Jud Strickland

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Discovery Education Tests Student Work Florida Standard Assessment

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. Increase opportunities for all students in Kindergarten, first, and second grades to participate in text based writing through the implementation of 'Being a Writer'. **1**

 G068960

G1.B1 Adequate time for professional development for all teachers in Kindergarten, first, and seconds grade to implement new curriculum with fidelity. **2**

 B179253

G1.B1.S1 Provide continuous professional development that supports 'Being a Writer' implementation. Professional development opportunities will include Early Dismissal Wednesday 'Lesson Study' sessions, teacher observation of model classrooms, and participation in district writing workshops. **4**

 S190594

Strategy Rationale

With the inaugural year of our 'Being a Writer' implementation, teachers will need additional time and support to digest curriculum, learn best writing practices, calibrate expectations, and plan future instruction.

Action Step 1 **5**

Conduct school based writing professional development bi-weekly to provide teachers effective strategies for implementation of 'Being a Writer'.

Person Responsible

Cristin Rudi

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans Professional Development Meeting Minutes Student Writing Samples
observation

Action Step 2 5

Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Being a Writer' to support a Balanced Literacy program.

Person Responsible

Cristin Rudi

Schedule

Biweekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Teacher Observation Notes Lesson Plans Debriefing Notes Model Classroom Visitation Schedule

Action Step 3 5

Provide teachers opportunity to participate in district led lesson study of 'Being a Writer'.

Person Responsible

Cristin Rudi

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Registration in Sunguard Teacher Exit Slips from PD Lesson Plans iobservation

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

Ongoing classroom observations to ensure implementation of lessons created. Evaluate the use of best practices for writing instruction shared during professional development sessions.

Person Responsible

Jud Strickland

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Artifacts and rubrics from writing professional development sessions being utilized in the classroom daily.

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

Leadership Team conducts ongoing analysis of student writing samples compared to state writing rubrics.

Person Responsible

Jud Strickland

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Student Writing Samples and text based writing prompts.

G2. Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' and providing students with reading strategies for continuous academic growth. 1

 G068961

G2.B1 Adequate time for professional development for all teachers in third, fourth, and fifth grade to implement new curriculum with fidelity. 2

 B179254

G2.B1.S1 Create professional development opportunities to increase Best Practices in Reading Instruction. 4

 S190595

Strategy Rationale

Teachers will need time to collaborate, observe model classrooms, and plan for instruction to effectively implement new curriculum.

Action Step 1 5

Conduct school based reading professional development bi-weekly to provide teachers effective strategies for implementation of 'Making Meaning'.

Person Responsible

Jud Strickland

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans Professional Development Meeting Minutes Student Reading Journals iobservation

Action Step 2 5

Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Making Meaning' to support a Balanced Literacy program.

Person Responsible

Jud Strickland

Schedule

On 10/10/2014

Evidence of Completion

Teacher Lesson Plans Professional Development Meeting Minutes Student Reading Journals iobservation

Action Step 3 5

Provide teachers opportunity to participate in ongoing Coaching Cycle focused on best practices in reading instruction.

Person Responsible

Cristin Rudi

Schedule

On 5/27/2016

Evidence of Completion

Teacher Lesson Plans Coaching Cycle Agendas and Lessons Student Reading Journals iobservation

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

Ongoing classroom observations to ensure implementation of lessons created and best practices shared during professional development sessions.

Person Responsible

Jud Strickland

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

iobservation Classroom Artifacts and Implementation Rubrics Student Work

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

Leadership Team conducts ongoing analysis of student reading journals to look for evidence of reading strategies.

Person Responsible

Jud Strickland


Schedule

Biweekly, from 8/10/2015 to 5/27/2016


Evidence of Completion

Student Reading Journals Implementation Rubrics

G3. Implement daily intervention and differentiated lessons to increase instructional contact time with students identified as at risk by state, district, and school level assessments. 1

 G068962

G3.B1 Lack of instructional time for small group, specialized instruction for targeted groups of at-risk students who are preparing to take increasingly rigorous assessments. 2

 B179255

G3.B1.S1 Create additional small group learning opportunities during and after the required school day to implement effective instructional strategies and provide at-risk students increased exposure to rigorous learning curriculum. 4

 S190596

Strategy Rationale

Research continually states that to close the achievement gap, additional time must be created for at-risk students to interact with specialized curriculum.

Action Step 1 5

Identify at risk students through FSA, Discovery Education, and Formative Assessments.

Person Responsible

Jud Strickland

Schedule

Weekly, from 8/10/2015 to 10/30/2015

Evidence of Completion

FSA Discovery Education Tests Safety Net Student List

Action Step 2 5

Utilize SAI budget to hire additional teacher to work with at-risk students in small group settings during the instructional day.

Person Responsible

Jud Strickland

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Small group lesson plans

Action Step 3 5

Create extended learning opportunities for at-risk students after the school day.

Person Responsible

Jud Strickland

Schedule

Daily, from 9/28/2015 to 5/27/2016

Evidence of Completion

PD Attendance Sheets

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

Our Leadership Team will monitor student attendance in safety net programs and review teaching resources to ensure alignment to Florida Standards.

Person Responsible

Jud Strickland

Schedule

Biweekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Student Attendance Sheets, Florida Standard Item Specifications

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

Students in safety net programs will take bi-weekly school based reading assessments to provide teachers with current data that allows them to plan prescriptive next steps.

Person Responsible

Cristin Rudi

Schedule

Biweekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

School based Reading Assessments Discovery Education Tests

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Conduct school based writing professional development bi-weekly to provide teachers effective strategies for implementation of 'Being a Writer'.	Rudi, Cristin	8/10/2015	Teacher Lesson Plans Professional Development Meeting Minutes Student Writing Samples iobservation	5/27/2016 biweekly
G2.B1.S1.A1	Conduct school based reading professional development bi-weekly to provide teachers effective strategies for implementation of 'Making Meaning'.	Strickland, Jud	8/10/2015	Teacher Lesson Plans Professional Development Meeting Minutes Student Reading Journals iobservation	5/27/2016 biweekly
G3.B1.S1.A1	Identify at risk students through FSA, Discovery Education, and Formative Assessments.	Strickland, Jud	8/10/2015	FSA Discovery Education Tests Safety Net Student List	10/30/2015 weekly
G1.B1.S1.A2	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Being a Writer' to support a Balanced Literacy program.	Rudi, Cristin	9/4/2015	Teacher Observation Notes Lesson Plans Debriefing Notes Model Classroom Visitation Schedule	5/27/2016 biweekly
G2.B1.S1.A2	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Making Meaning' to support a Balanced Literacy program.	Strickland, Jud	9/16/2014	Teacher Lesson Plans Professional Development Meeting Minutes Student Reading Journals iobservation	10/10/2014 one-time
G3.B1.S1.A2	Utilize SAI budget to hire additional teacher to work with at-risk students in small group settings during the instructional day.	Strickland, Jud	8/10/2015	Small group lesson plans	5/27/2016 daily
G1.B1.S1.A3	Provide teachers opportunity to participate in district led lesson study of 'Being a Writer'.	Rudi, Cristin	10/5/2015	Registration in Sunguard Teacher Exit Slips from PD Lesson Plans iobservation	5/27/2016 monthly
G2.B1.S1.A3	Provide teachers opportunity to participate in ongoing Coaching Cycle focused on best practices in reading instruction.	Rudi, Cristin	9/14/2015	Teacher Lesson Plans Coaching Cycle Agendas and Lessons Student Reading Journals iobservation	5/27/2016 one-time
G3.B1.S1.A3	Create extended learning opportunities for at-risk students after the school day.	Strickland, Jud	9/28/2015	PD Attendance Sheets	5/27/2016 daily
G1.MA1	Monitor effectiveness of teacher instruction through the use of iobservation and analysis of student writing samples.	Strickland, Jud	8/10/2015	Data from student text based writing will be collected monthly and analyzed for individual student growth. Teacher evaluations through iobservation.	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Leadership Team conducts ongoing analysis of student writing samples compared to state writing rubrics.	Strickland, Jud	8/10/2015	Student Writing Samples and text based writing prompts.	5/27/2016 weekly
G1.B1.S1.MA1	Ongoing classroom observations to ensure implementation of lessons created. Evaluate the use of best practices for writing instruction shared during professional development sessions.	Strickland, Jud	8/10/2015	Artifacts and rubrics from writing professional development sessions being utilized in the classroom daily.	5/27/2016 weekly
G2.MA1	Monitor effectiveness of teacher instruction through the use of iobservation and analysis of student use of comprehension strategies.	Strickland, Jud	8/10/2015	iobservation Student Reading Journals Formative Assessments Discovery Education Tests	5/27/2016 biweekly
G2.B1.S1.MA1	Leadership Team conducts ongoing analysis of student reading journals to look for evidence of reading strategies.	Strickland, Jud	8/10/2015	Student Reading Journals Implementation Rubrics	5/27/2016 biweekly
G2.B1.S1.MA1	Ongoing classroom observations to ensure implementation of lessons created and best practices shared during professional development sessions.	Strickland, Jud	8/10/2015	iobservation Classroom Artifacts and Implementation Rubrics Student Work	5/27/2016 biweekly
G3.MA1	Conduct data analysis of student reading journals, Discovery Education Tests, and FSA to track student progress.	Strickland, Jud	9/28/2015	Discovery Education Tests Student Work Florida Standard Assessment	5/27/2016 monthly
G3.B1.S1.MA1	Students in safety net programs will take bi-weekly school based reading assessments to provide teachers with current data that allows them to plan prescriptive next steps.	Rudi, Cristin	9/28/2015	School based Reading Assessments Discovery Education Tests	5/27/2016 biweekly
G3.B1.S1.MA1	Our Leadership Team will monitor student attendance in safety net programs and review teaching resources to ensure alignment to Florida Standards.	Strickland, Jud	9/28/2015	Student Attendance Sheets, Florida Standard Item Specifications	5/27/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase opportunities for all students in Kindergarten, first, and second grades to participate in text based writing through the implementation of 'Being a Writer'.

G1.B1 Adequate time for professional development for all teachers in Kindergarten, first, and seconds grade to implement new curriculum with fidelity.

G1.B1.S1 Provide continuous professional development that supports 'Being a Writer' implementation. Professional development opportunities will include Early Dismissal Wednesday 'Lesson Study' sessions, teacher observation of model classrooms, and participation in district writing workshops.

PD Opportunity 1

Conduct school based writing professional development bi-weekly to provide teachers effective strategies for implementation of 'Being a Writer'.

Facilitator

Cristin Rudi Jud Strickland Jeanette Murphy Marie Antoine

Participants

Kindergarten, First, and Second grade teachers.

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

PD Opportunity 2

Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Being a Writer' to support a Balanced Literacy program.

Facilitator

Marie Antoine Jeanette Murphy Cristin Rudi

Participants

Kindergarten, First, and Second grade teachers.

Schedule

Biweekly, from 9/4/2015 to 5/27/2016

PD Opportunity 3

Provide teachers opportunity to participate in district led lesson study of 'Being a Writer'.

Facilitator

District Literacy Coach

Participants

Kindergarten, First, and Second grade teachers.

Schedule

Monthly, from 10/5/2015 to 5/27/2016

G2. Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' and providing students with reading strategies for continuous academic growth.

G2.B1 Adequate time for professional development for all teachers in third, fourth, and fifth grade to implement new curriculum with fidelity.

G2.B1.S1 Create professional development opportunities to increase Best Practices in Reading Instruction.

PD Opportunity 1

Conduct school based reading professional development bi-weekly to provide teachers effective strategies for implementation of 'Making Meaning'.

Facilitator

Cristin Rudi Jud Strickland

Participants

All third, fourth, and fifth grade teachers

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

PD Opportunity 2

Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Making Meaning' to support a Balanced Literacy program.

Facilitator

Cristin Rudi Jud Strickland Jeanette Murphy

Participants

All third, fourth, and fifth grade teachers

Schedule

On 10/10/2014

PD Opportunity 3

Provide teachers opportunity to participate in ongoing Coaching Cycle focused on best practices in reading instruction.

Facilitator

Cristin Rudi Jud Strickland

Participants

All third, fourth, and fifth grade teachers

Schedule

On 5/27/2016

G3. Implement daily intervention and differentiated lessons to increase instructional contact time with students identified as at risk by state, district, and school level assessments.

G3.B1 Lack of instructional time for small group, specialized instruction for targeted groups of at-risk students who are preparing to take increasingly rigorous assessments.

G3.B1.S1 Create additional small group learning opportunities during and after the required school day to implement effective instructional strategies and provide at-risk students increased exposure to rigorous learning curriculum.

PD Opportunity 1

Identify at risk students through FSA, Discovery Education, and Formative Assessments.

Facilitator

Leadership Team

Participants

All Faculty

Schedule

Weekly, from 8/10/2015 to 10/30/2015

PD Opportunity 2

Utilize SAI budget to hire additional teacher to work with at-risk students in small group settings during the instructional day.

Facilitator

Jud Strickland

Participants

Classroom Teachers SAI Intervention Teacher

Schedule

Daily, from 8/10/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Conduct school based writing professional development bi-weekly to provide teachers effective strategies for implementation of 'Being a Writer'.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0381 - Cunningham Creek Elem. School			\$0.00
2	G1.B1.S1.A2	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Being a Writer' to support a Balanced Literacy program.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	0381 - Cunningham Creek Elem. School	General Fund		\$2,000.00
<i>Notes: Subs for TDE as teachers observe model classrooms</i>						
3	G1.B1.S1.A3	Provide teachers opportunity to participate in district led lesson study of 'Being a Writer'.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	0381 - Cunningham Creek Elem. School	General Fund		\$2,000.00
<i>Notes: Subs for teachers to participate in lesson studies.</i>						
4	G2.B1.S1.A1	Conduct school based reading professional development bi-weekly to provide teachers effective strategies for implementation of 'Making Meaning'.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	520-Textbooks	0381 - Cunningham Creek Elem. School	General Fund		\$12,000.00
<i>Notes: Purchase of 'Making Meaning' materials for grades 3-5 classrooms.</i>						
5	G2.B1.S1.A2	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Making Meaning' to support a Balanced Literacy program.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	0381 - Cunningham Creek Elem. School	General Fund		\$2,000.00
<i>Notes: Subs for TDE days for teachers to observe model classrooms.</i>						

Budget Data

6	G2.B1.S1.A3	Provide teachers opportunity to participate in ongoing Coaching Cycle focused on best practices in reading instruction.				\$0.00
7	G3.B1.S1.A1	Identify at risk students through FSA, Discovery Education, and Formative Assessments.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0381 - Cunningham Creek Elem. School	Other		\$0.00
8	G3.B1.S1.A2	Utilize SAI budget to hire additional teacher to work with at-risk students in small group settings during the instructional day.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	120-Classroom Teachers	0381 - Cunningham Creek Elem. School	Other		\$25,000.00
<i>Notes: Funds to hire part time intervention teacher.</i>						
9	G3.B1.S1.A3	Create extended learning opportunities for at-risk students after the school day.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0381 - Cunningham Creek Elem. School	General Fund		\$5,000.00
<i>Notes: Funds for iready software.</i>						
					Total:	\$48,000.00