

St. Johns County School District

Cunningham Creek Elementary School



2016-17 Schoolwide 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)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	12%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
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 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Cunningham Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

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.

b. 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.

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 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.

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, 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.

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 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.

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 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.

3. Early Warning Systems

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP 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 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.

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.

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

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

1. School Leadership Team

a. Membership

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

Name	Title
Strickland, Jud	Principal
Rudi, Cristin	Instructional Coach
Murphy, Jeanette	Assistant Principal
Arsenault, Donna	Other

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 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 participating 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 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.

School Psychologist: The school psychologist assigned to Cunningham Creek Elementary is a member of the MTSS team and participates 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.

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 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.

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
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

b. Duties

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

a. 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.

b. 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.

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.

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

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.

D. Public and Collaborative Teaching

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

1. 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

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 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.

3. 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.

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:

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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 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.

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 section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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.** Increase opportunities for all students in Kindergarten, first, and second grades to acquire early literacy skills and strategies, including reading comprehension, fluency, decoding, and phonics through the implementation of 'Being a Reader'.
- G2.** Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' as evidenced by 85% of students scoring at a Level 3 or higher on the ELA FSA.
- 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"), 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. Increase opportunities for all students in Kindergarten, first, and second grades to acquire early literacy skills and strategies, including reading comprehension, fluency, decoding, and phonics through the implementation of 'Being a Reader'. 1a

G083087

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	85.0
ELA/Reading Gains	85.0
ELA Achievement District Assessment	85.0
ELA/Reading Lowest 25% Gains	85.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Literacy Coach Collaborative Classroom Trainers District Literacy Coaches

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 8/10/2016 to 5/26/2017

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' as evidenced by 85% of students scoring at a Level 3 or higher on the ELA FSA. 1a

G083088

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	90.0
Math Gains	90.0
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	85.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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 8/10/2016 to 5/26/2017

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

G083089

Targets Supported 1b

Indicator	Annual Target
Math Gains	90.0
ELA/Reading Gains	85.0
FCAT 2.0 Science Proficiency	85.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Knowing Math iready Comprehension Toolkit SAI/SAR Budget SIPPS Virtual Reading Coach Ascend Math

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 9/26/2016 to 5/26/2017

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 acquire early literacy skills and strategies, including reading comprehension, fluency, decoding, and phonics through the implementation of 'Being a Reader'. **1**

 G083087

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

 B220302

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

 S232544

Strategy Rationale

With the inaugural year of our 'Being a Reader' 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 ELA professional development bi-weekly to provide teachers effective strategies for implementation of 'Being a Reader'.

Person Responsible

Cristin Rudi

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher Lesson Plans Professional Development Meeting Minutes Student Writing Samples
iobservation

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

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Teacher Observation Notes Lesson Plans Debriefing Notes Model Classroom Visitation Schedule

Action Step 3 5

Provide teachers opportunity to participate in modified lesson study of 'Being a Reader'.

Person Responsible

Cristin Rudi

Schedule

Monthly, from 9/27/2016 to 10/28/2016

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 reading instruction shared during professional development sessions.

Person Responsible

Jud Strickland

Schedule

Weekly, from 8/10/2016 to 5/26/2017

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 8/10/2016 to 5/26/2017

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' as evidenced by 85% of students scoring at a Level 3 or higher on the ELA FSA. **1**

G083088

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

B220303

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

S232545

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 8/10/2016 to 5/26/2017

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

Quarterly, from 8/10/2016 to 5/26/2017

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

Every 3 Weeks, from 9/19/2016 to 5/26/2017

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

Weekly, from 8/10/2016 to 5/26/2017

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 8/10/2016 to 5/26/2017

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

G083089

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

B220304

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

S232546

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 8/10/2016 to 10/7/2016

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 8/10/2016 to 5/26/2017

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 9/26/2016 to 5/26/2017

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 9/26/2016 to 5/26/2017

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 9/26/2016 to 5/26/2017

Evidence of Completion

School based Reading Assessments Discovery Education Tests

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S1.A1 A297572	Identify at risk students through FSA, Discovery Education, and Formative Assessments.	Strickland, Jud	8/10/2016	FSA Discovery Education Tests Safety Net Student List	10/7/2016 weekly
G1.B1.S1.A3 A297568	Provide teachers opportunity to participate in modified lesson study of 'Being a Reader'.	Rudi, Cristin	9/27/2016	Registration in Sunguard Teacher Exit Slips from PD Lesson Plans iobservation	10/28/2016 monthly
G1.MA1 M301470	Monitor effectiveness of teacher instruction through the use of iobservation and analysis of...	Strickland, Jud	8/10/2016	Data from student text based writing will be collected monthly and analyzed for individual student growth. Teacher evaluations through iobservation.	5/26/2017 monthly
G2.MA1 M301473	Monitor effectiveness of teacher instruction through the use of iobservation and analysis of...	Strickland, Jud	8/10/2016	iobservation Student Reading Journals Formative Assessments Discovery Education Tests	5/26/2017 biweekly
G3.MA1 M301476	Conduct data analysis of student reading journals, Discovery Education Tests, and FSA to track...	Strickland, Jud	9/26/2016	Discovery Education Tests Student Work Florida Standard Assessment	5/26/2017 monthly
G1.B1.S1.MA1 M301468	Leadership Team conducts ongoing analysis of student writing samples compared to state writing...	Strickland, Jud	8/10/2016	Student Writing Samples and text based writing prompts.	5/26/2017 weekly
G1.B1.S1.MA1 M301469	Ongoing classroom observations to ensure implementation of lessons created. Evaluate the use of...	Strickland, Jud	8/10/2016	Artifacts and rubrics from writing professional development sessions being utilized in the classroom daily.	5/26/2017 weekly
G1.B1.S1.A1 A297566	Conduct school based ELA professional development bi-weekly to provide teachers effective...	Rudi, Cristin	8/10/2016	Teacher Lesson Plans Professional Development Meeting Minutes Student Writing Samples iobservation	5/26/2017 biweekly
G1.B1.S1.A2 A297567	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Being a...	Rudi, Cristin	9/26/2016	Teacher Observation Notes Lesson Plans Debriefing Notes Model Classroom Visitation Schedule	5/26/2017 quarterly
G2.B1.S1.MA1 M301471	Leadership Team conducts ongoing analysis of student reading journals to look for evidence of...	Strickland, Jud	8/10/2016	Student Reading Journals Implementation Rubrics	5/26/2017 biweekly
G2.B1.S1.MA1 M301472	Ongoing classroom observations to ensure implementation of lessons created and best practices...	Strickland, Jud	8/10/2016	iobservation Classroom Artifacts and Implementation Rubrics Student Work	5/26/2017 weekly
G2.B1.S1.A1 A297569	Conduct school based reading professional development bi-weekly to provide teachers effective...	Strickland, Jud	8/10/2016	Teacher Lesson Plans Professional Development Meeting Minutes Student Reading Journals iobservation	5/26/2017 biweekly
G2.B1.S1.A2 A297570	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Making...	Strickland, Jud	8/10/2016	Teacher Lesson Plans Professional Development Meeting Minutes Student Reading Journals iobservation	5/26/2017 quarterly
G2.B1.S1.A3 A297571	Provide teachers opportunity to participate in ongoing Coaching Cycle focused on best practices in...	Rudi, Cristin	9/19/2016	Teacher Lesson Plans Coaching Cycle Agendas and Lessons Student Reading Journals iobservation	5/26/2017 every-3-weeks
G3.B1.S1.MA1 M301474	Students in safety net programs will take bi-weekly school based reading assessments to provide...	Rudi, Cristin	9/26/2016	School based Reading Assessments Discovery Education Tests	5/26/2017 biweekly
G3.B1.S1.MA1 M301475	Our Leadership Team will monitor student attendance in safety net programs and review teaching...	Strickland, Jud	9/26/2016	Student Attendance Sheets, Florida Standard Item Specifications	5/26/2017 biweekly
G3.B1.S1.A2 A297573	Utilize SAI budget to hire additional teacher to work with at-risk students in small group settings...	Strickland, Jud	8/10/2016	Small group lesson plans	5/26/2017 daily
G3.B1.S1.A3 A297574	Create extended learning opportunities for at-risk students after the school day.	Strickland, Jud	9/26/2016	PD Attendance Sheets	5/26/2017 daily

V. 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 acquire early literacy skills and strategies, including reading comprehension, fluency, decoding, and phonics through the implementation of 'Being a Reader'.

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 Reader' implementation. Professional development opportunities will include Early Dismissal Wednesday 'Lesson Study' sessions, teacher observation of model classrooms, and participation in modified lesson studies.

PD Opportunity 1

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

Facilitator

Cristin Rudi Jud Strickland Jeanette Murphy

Participants

Kindergarten, First, and Second grade teachers.

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

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

Jeanette Murphy Cristin Rudi

Participants

Kindergarten, First, and Second grade teachers.

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

PD Opportunity 3

Provide teachers opportunity to participate in modified lesson study of 'Being a Reader'.

Facilitator

District Literacy Coach

Participants

Kindergarten, First, and Second grade teachers.

Schedule

Monthly, from 9/27/2016 to 10/28/2016

G2. Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' as evidenced by 85% of students scoring at a Level 3 or higher on the ELA FSA.

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 8/10/2016 to 5/26/2017

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

Quarterly, from 8/10/2016 to 5/26/2017

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

Every 3 Weeks, from 9/19/2016 to 5/26/2017

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 8/10/2016 to 10/7/2016

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 8/10/2016 to 5/26/2017

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	Conduct school based ELA professional development bi-weekly to provide teachers effective strategies for implementation of 'Being a Reader'.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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	2016-17
	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 modified lesson study of 'Being a Reader'.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0381 - Cunningham Creek Elem. School	General Fund		\$4,000.00
			<i>Notes: Subs for TDE days for teachers to participate in lesson studies, classroom visits, and coaching cycles.</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	2016-17
	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	2016-17
	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>			
6	G2.B1.S1.A3	Provide teachers opportunity to participate in ongoing Coaching Cycle focused on best practices in reading instruction.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

St. Johns - 0381 - Cunningham Creek Elem. School - 2016-17 SIP
Cunningham Creek Elementary School

	5100	140-Substitute Teachers	0381 - Cunningham Creek Elem. School	General Fund		\$4,000.00
			<i>Notes: Subs for TDE days for teachers to attend Professional Development.</i>			
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	2016-17
			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	2016-17
	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	2016-17
	5100	510-Supplies	0381 - Cunningham Creek Elem. School	General Fund		\$5,000.00
			<i>Notes: Funds for iready software.</i>			
					Total:	\$54,000.00