



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Cunningham Creek Elementary School

1205 ROBERTS RD

Saint Johns, FL 32259

904-547-7860

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 11%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
---------------------	---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	26
Part III: Coordination and Integration	39
Appendix 1: Professional Development Plan to Support Goals	40
Appendix 2: Budget to Support Goals	44

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Cunningham Creek Elem. School

Principal

Jud Strickland

School Advisory Council chair

David Straw & Robert Block

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jessica Richardson	Assistant Principal

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

PARENTS: Robert Block (co-chair), Marcy James, Penelope Snider, Lynn Raiser, Shannon Arant, Cathy Prohofsky, Ann Popik, Jennifer Comfort & Norvie Veracruz, Kathy Gilmore

SCHOOL STAFF: David Straw (3rd, co-chair), Kathee Cook (2nd), Nicole Crews (4th), Andrew Bajorek (resource), Lisa Griffin (K), Susan Sherman (ESE), Meagan Schmidt (1st), Heidi Weaver (5th) Randall Strickland (Principal)

Involvement of the SAC in the development of the SIP

They 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.

Activities of the SAC for the upcoming school year

SAC will conduct meetings, maintain the bi-laws, record minutes, lead discussions regarding School Recognition money, establish membership, publish School Public Accountability Report (SPAR), conduct Needs Assessment Surveys, & maintain SIP budget.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
 Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

We have taken the following measures to reach out to our community to recruit members for our SAC at Cunningham Creek Elementary School:

1. Communication in our Weekly Newsletter
2. Flyers sent home with students in our Tuesday Folders
3. Advertisement on the school marquee
4. Individual conversations with parents

We will continue our efforts to recruit members to obtain the needed balance.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jud Strickland

Principal

Years as Administrator: 16

Years at Current School: 1

Credentials

Bachelors Elementary Education K-6
 Masters Educational Leadership K-12
 Elementary Education Certificate
 Educational Leadership Certificate

Performance Record

2001 - 2004 Principal, Normandy Elementary - School Grade Increased from 'C' to an 'A'
 2004 - 2009 Principal, S.A. Hull Elementary - School grade Increased from 'D' to an 'A'
 2009 - 2011 Principal, Bartram Springs Elementary - Opened new school with an 'A' the first two years.

Jessica Richardson		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Bachelors Elementary Education 1-6 Masters Education Administration Certified Elementary Education 1-6 Certified Educational Leadership National Board Certified Teacher	
Performance Record	Instructional Literacy Coach, PV/PV - Rawlings Elementary - Maintained 'A' School Grade 2012 - Current - Assistant Principal, Cunningham Creek Elementary - Maintained 'A' School Grade	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Cristin Rudi		
Full-time / School-based	Years as Coach: 2	Years at Current School: 8
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	Bachelors Elementary Education Certified Elementary K-6 Certified Middle School 5-9	
Performance Record	2011 - Current - Instructional Literacy Coach, Cunningham Creek Elementary - Maintained 'A' School Grade	

Classroom Teachers

# of classroom teachers	56
# receiving effective rating or higher	56, 100%
# Highly Qualified Teachers	88%
# certified in-field	56, 100%
# ESOL endorsed	40, 71%

reading endorsed

4, 7%

with advanced degrees

24, 43%

National Board Certified

2, 4%

first-year teachers

3, 5%

with 1-5 years of experience

13, 23%

with 6-14 years of experience

19, 34%

with 15 or more years of experience

19, 34%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

16, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- Within the District PATS (employment system) we use the Teacher Insight score to screen potential teachers.

(Principal)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Rationale: Grade level teammates; mentor educational expertise & FCAT scores, proper induction to CCES' procedures and guidelines, professional development activities

Activities: Periodic meetings and planning to discuss lesson plans, policies, procedures, best practices, and concerns of new teachers

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

MTSS Coach: The district MTSS Coach assigned to Cunningham Creek Elementary assists the Instructional Literacy Coach in developing, and evaluating school core content standards/ programs. The MTSS Coach also assists with identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identifying systematic patterns of student need while working with Cunningham Creek Elementary's MTSS team to identify appropriate, evidence-based intervention strategies. The MTSS Coach provides guidance 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; and provides support for assessment and implementation monitoring.

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.

Speech/Language Pathologist: Both of the speech/language pathologists at Cunningham Creek Elementary share in the role of MTSS team member and assists with identifying and analyzing data related to language skills and participates in developing interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team at Cunningham Creek Elementary met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The MTSS team is Cunningham's problem solving team. By reviewing ongoing progress monitoring data, the team will be able to identify students who are "at risk" in both the areas of academics and behavior and will develop appropriate interventions to help "at risk" students make appropriate academic gains and/or improve behaviors which may interfere with the learning process.

-MTSS core team meets weekly

-The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.

-Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving.

-The MTSS core team plans, implements and monitors the progress of school improvement goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Baseline data:

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data, referrals

Attendance – List of students missing 3, 5, or 10 days

Midyear data:

- Reading and Math – FCAT
- Reading – FAIR
- Reading, Math, Science – Discovery Education Assessments
- Writing – Writing Prompts
- Behavior – Daily behavior charts, ABC data, referrals
- Attendance – List of students missing 3, 5, or 10 days

End of year data:

- Reading and Math – FCAT
- Reading – FAIR
- Reading, Math, Science – Discovery Education Assessments
- Writing – Writing Prompts
- Behavior – Daily behavior charts, ABC data
- Attendance – List of students missing 3, 5, or 10 days
- Reading and Math – FCAT
- Reading – FAIR
- Reading, Math, Science – Discovery Education Assessments
- Writing – Writing Prompts
- Behavior – Daily behavior charts, ABC data, referrals

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Team at Cunningham Creek Elementary plans to provide staff with professional development through short presentations about MTSS during Cunningham’s monthly Best Practice Symposiums. Small sessions will also occur throughout the school year and training with individual staff will occur when the need arises. Throughout the year the MTSS team will evaluate additional staff PD needs during the weekly MTSS Leadership Team meetings.

The school-based leadership team received training on MTSS on August 5, 2013. Our team will receive additional monthly virtual meetings and face to face meetings monthly. Professional Development on MTSS will be conducted for the staff during pre-planning for the 2013-2014 school year.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jud Strickland	Principal
Jessica Richardson	Assistant Principal
Cristin Rudi	Instructional Coach
Allison Zweigle	3rd Grade Team Leader
Chris Huber	4th Grade Team Leader
Stephanie Davenport	5th Grade Team Leader
Marlene Patterson	2nd Grade Team Leader
Jennifer Pelkey	2nd Grade Team Leader
Becky Russell	1st Grade Team Leader
Jennifer Troupe	Kindergarten Grade Team Leader

How the school-based LLT functions

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets to pick school wide books that will be read and discussed by the entire school. The books that are chosen are aligned with Character Counts Pillars and transition to Common Core. The team also creates lessons for classroom use with each of the books.

Major initiatives of the LLT

The major initiative of the LLT will be to encourage students to read and look at broaden text genres. The LLT would also like to promote good character through reading and instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The activities utilized by the parents, faculty, staff members and stakeholders at Cunningham Creek Elementary School are effective because they are research driven and proven to make gains in our student population. As a school, we strive to provide learning opportunities for everyone that is involved with our children, including members of the community as we embrace the ideology of a village raising a child. Some of the many activities that we offer to all stakeholders include:

- Ongoing assessment (District, State and grade level tools)
- School-Wide Best Practice Symposiums held monthly
- School wide book talks
- Topic specific book talks
- Family reading nights
- School wide walkthroughs showcasing best practices for parent groups
- Literacy Based Books of The Month
- SSYRA preparation and participation
- Parent education
- Student led conferences
- Monthly Staff and teacher walk-throughs
- Quarterly Curriculum Mapping

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	80%	No	87%
American Indian		0%		
Asian	91%	90%	No	92%
Black/African American	78%	71%	No	81%
Hispanic	92%	97%	Yes	93%
White	84%	78%	No	86%
English language learners				
Students with disabilities	62%	49%	No	66%
Economically disadvantaged	80%	76%	No	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	27%	28%
Students scoring at or above Achievement Level 4	189	54%	56%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	160	68%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	28	64%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	94	73%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		25%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	78%	No	87%
American Indian				
Asian	91%	76%	No	92%
Black/African American	78%	67%	No	81%
Hispanic	98%	87%	No	98%
White	84%	79%	No	86%
English language learners				
Students with disabilities	58%	44%	No	62%
Economically disadvantaged	78%	69%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	35%	38%
Students scoring at or above Achievement Level 4	156	45%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	153	65%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	66%	80%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	36%	37%
Students scoring at or above Achievement Level 4	62	52%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		42%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		42%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	300	40%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	115	15%	10%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	1%
Students who are not proficient in reading by third grade	13	10%	8%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of parents will participate in parent programs, PTO activities, or parent conferences.	600	80%	100%

Area 10: Additional Targets

Additional targets for the school

Cunningham Creek Elementary School will promote the six pillars of character through our Character Counts Program. The components of our program will include:

- Classroom Lessons
- Monthly Student Celebrations that recognize positive examples of the character trait of the month.
- Continual promotion of the six pillars through our closed circuit television announcements.
- Fifth grade 'Character Counts Crew'.
- Daily Individual student recognition for exhibiting strong character traits.

Our Character Counts Program will continue the entire school year and culminate with a school activity celebrating all six pillars.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of our students will participate in our Character Counts Program throughout the year.	375	50%	100%

Goals Summary

- G1.
- G2.
- G3. Teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.
- G4. Staff will implement and utilize daily intervention and differentiation to increase instructional contact time with students identified as at risk by state, district and school level assessments.
- G5. Instructional staff will engage students in cognitively complex tasks involving hypothesis generation and testing using best practices and available technology in the content area of science and math.
- G6. Upgrade Media Center to ensure that beneficial resources are aligned with the integrated Common Core Standards and are available to both teachers and students.

Goals Detail

G1.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- time

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- time

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- ILC "Pathways to Common Core" by Calkins "Text Complexity" by Fisher and Frey "Read Like a Detective" Fisher and Frey District and State Inservices Common Core Cadre Members District Curriculum Maps District Formative Assessments Discovery Education Assessments Common Core Standards Appendix B Text Exemplars

Targeted Barriers to Achieving the Goal

- Professional Development

Plan to Monitor Progress Toward the Goal

District Formative Assessments, Discovery Education Tests, DRA, iobservation

Person or Persons Responsible

Principal, Assistant Principal, ILC

Target Dates or Schedule:

Daily in Classrooms, Weekly in Leadership Team Meetings

Evidence of Completion:

Results of District Formative Assessments, Discovery Education Tests, DRA iobservation, Lesson Plans

G4. Staff will implement and utilize daily intervention and differentiation to increase instructional contact time with students identified as at risk by state, district and school level assessments.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Nurture Groups Writing Camp Reading Camps Comprehension Toolkits MTSS/RtI Class Drill Down Reports Teacher/School Data Notebooks

Targeted Barriers to Achieving the Goal

- Lack of instructional time for direct specialized instruction for target groups

Plan to Monitor Progress Toward the Goal

Discovery Education Test, District Formative Assessments, and School Formative Assessment Results. Maintain accurate safety net student attendance records to ensure targeted students are receiving additional support.

Person or Persons Responsible

Leadership Team/Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Analysis of Discovery Education Test, District Formative Assessments, and School Formative Assessment Results.

G5. Instructional staff will engage students in cognitively complex tasks involving hypothesis generation and testing using best practices and available technology in the content area of science and math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- On campus science lab Math manipulatives Science and math journals and notebooks Field trips to reinforce STEM standards

Targeted Barriers to Achieving the Goal

- Alignment of curriculum to testing standards and individual students.

Plan to Monitor Progress Toward the Goal

Team leaders will work with School Leadership Team to review data.

Person or Persons Responsible

School Leadership Team and Classroom Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Analyze District Formative Assessments, Discovery Education Test results, and daily student work to plan for future instruction.

G6. Upgrade Media Center to ensure that beneficial resources are aligned with the integrated Common Core Standards and are available to both teachers and students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Community/Business Partner Involvement Parental Support and Participation Text Exemplars

Targeted Barriers to Achieving the Goal

- Outdated materials, organizational structure, and resources that do not align to Common Core State Standards

Plan to Monitor Progress Toward the Goal

District Formative Assessments, Discovery Education Tests, DRA

Person or Persons Responsible

SAC/Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Results from District Formative Assessments, Discovery Education Tests, DRA

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G3. Teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G3.B1 Professional Development

G3.B1.S1 Conduct Book Talk of 'Text Complexity' to ensure all teachers can match readers to text and design text dependent questions.

Action Step 1

Conduct Book Talk of 'Text Complexity' during grade level and faculty meetings.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Wednesday Team Meetings

Evidence of Completion

Lesson plans, PLC agendas & minutes, & sample passages/questions

Facilitator:

Leadership Team

Participants:

All Faculty

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

Monitor faculty participation in Book Talk through analysis of next step classroom lessons assigned after each session.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly at Leadership Team Meetings

Evidence of Completion

I Observation, Lesson Plans, Student Work

Plan to Monitor Effectiveness of G3.B1.S1

Focus walks will monitor matching of students to appropriate text and scaffolding of complex texts in classrooms.

Person or Persons Responsible

Principal, AP, ILC

Target Dates or Schedule

Daily in Classrooms

Evidence of Completion

iObservations, walk thrus, & lesson plans

G3.B1.S2 Create and present ongoing Coaching Cycle for teachers to work across grade levels designing text dependent questions.

Action Step 1

Conduct Coaching Cycle for teachers to work in collegial groups to develop text dependent questions that require students to think and write critically about their reading.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Wednesday Team Meetings/Monthly Coaching Cycle Sessions

Evidence of Completion

Lesson plans, PLC Agendas, PLC Presentation Notes, Sample Passages and Teacher Created Quesitons

Facilitator:

Leadership Team

Participants:

Faculty

Action Step 2

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Wednesday Team Meetings

Evidence of Completion

Lesson plans, PLC agendas & minutes, & sample passages/questions

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Review teacher generated questions for fidelity after Coaching Cycle Sessions. Observe question delivery and student responses during classroom lessons.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Daily in Classroom/Weekly Leadership Team Meetings

Evidence of Completion

Teacher Generated Text Dependent Questions, iobservation, Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S2

Review data from District Formative Assessments, Discovery Education Tests and Daily Student Responses to Text Dependent Questions.

Person or Persons Responsible

Principal, Assistant Principal, ILC

Target Dates or Schedule

Daily in Classrooms/Weekly Leadership Team Meetings

Evidence of Completion

Results of District Formative and Discovery Education Assessments, iobservation, Lesson Plans, Daily Student Work

G3.B1.S3 Create model classrooms that demonstrate effective Common Core implementation and daily practice such as: * Close Reading of Complex Texts * Infusion of metacognitive strategies * Instruction of developmentally appropriate reading comprehension strategies

Action Step 1

Create a model classroom at each grade level to further professional development opportunities of entire faculty.

Person or Persons Responsible

Leadership Team, One Teacher at Each Grade Level

Target Dates or Schedule

December

Evidence of Completion

Focus Walks, Lesson Plans, iobservation

Facilitator:

Leadership Team

Participants:

One teacher at each grade level.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Create a schedule that will allow classroom teachers an opportunity to observe model classrooms and debrief with teachers and Instructional Literacy Coach.

Person or Persons Responsible

Instructional Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, iobservation, Schedule of Teacher Observations of Model Rooms, Debriefing Notes

Plan to Monitor Effectiveness of G3.B1.S3

District Formative Assessments, Discovery Education Tests, DRA

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Results of District Formative Assessments, Discovery Education Tests, DRA iobsevation

G3.B1.S4 Utilize the writing process across all content areas (i.e. Reading, Math, Science, Social Studies) as a means for students to communicate their thought process and defend their hypothesis.

Action Step 1

Create Professional Learning Communities that emphasize writing across all disciplines and for real purposes.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Wednesday Team Meetings

Evidence of Completion

Professional Learning Community Notes, Student Writing Samples, Lesson Plans, iobservation

Facilitator:

Instructional Literacy Coach

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Conduct Focus Walks to look for evidence of writing across all content areas and review student writing samples

Person or Persons Responsible

Leadership Team, Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, iobservation, Student Writing Samples, District Formative Assessments

Plan to Monitor Effectiveness of G3.B1.S4

Results of District Formative Assessments, Student Writing Samples, and artifacts from classroom observations.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Analysis of District Formative Assessments Results, Student Writing Samples, and iobservation.

G4. Staff will implement and utilize daily intervention and differentiation to increase instructional contact time with students identified as at risk by state, district and school level assessments.

G4.B2 Lack of instructional time for direct specialized instruction for target groups

G4.B2.S1 Create multiple extended learning opportunities for targeted at-risk students such as: -Before and After School Safety Nets - Nurture Groups -Saturday School

Action Step 1

-Create monthly formative reading & math assessments for targeted students. -Establish a 'nurture group' to partner targeted students with an additional faculty member. -Schedule a before & after school program for targeted at-risk students. -Based on student needs, develop specialized Saturday tutoring program.

Person or Persons Responsible

Leadership Team & Classroom Teachers.

Target Dates or Schedule

Daily

Evidence of Completion

Analysis of Discovery Education Test, District Formative Assessments, and School Formative Assessment Results.

Facilitator:

Principal, Assistant Principal, Instructional Literacy Coach

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Analyze targeted student data at weekly Leadership Team meetings.

Person or Persons Responsible

School Leadership Team & Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Analysis of Discovery Education Test, District Formative Assessments, and School Formative Assessment Results.

Plan to Monitor Effectiveness of G4.B2.S1

Discovery Education Test, District Formative Assessments, and School Formative Assessment Results. Maintain accurate safety net student attendance records to ensure targeted students are receiving additional support.

Person or Persons Responsible

School Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Analysis of Discovery Education Test, District Formative Assessments, and School Formative Assessment Results. Safety Net Student Attendance Records.

G5. Instructional staff will engage students in cognitively complex tasks involving hypothesis generation and testing using best practices and available technology in the content area of science and math.

G5.B1 Alignment of curriculum to testing standards and individual students.

G5.B1.S1 Provide professional development opportunities for teachers that allow them to work with district science and math specialists to effectively utilize District Curriculum Maps.

Action Step 1

Schedule PLC's that include district specialists

Person or Persons Responsible

District specialists, Grade level teams, School leadership team

Target Dates or Schedule

Wednesdays &/or designated grade level TDE days

Evidence of Completion

Grade level meeting minutes & lesson plans

Facilitator:

District Coaches/State Coaches

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom focus walks, quarterly trend analysis of student performance, review student work to refine lessons

Person or Persons Responsible

School Leadership Team, Team Leaders,

Target Dates or Schedule

Daily / Quarterly

Evidence of Completion

District Formative Assessments, Daily Student Work, iObservation

Plan to Monitor Effectiveness of G5.B1.S1

Analysis of Discovery Education Test and District Formative Assessment results.

Person or Persons Responsible

School leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Review quarterly trend data from Discovery Education Test and District Formative Assessment results.

G5.B1.S2 Create Professional Learning Communities that provide teachers time to design rigorous math and science lessons aligned to NGSS & Common Core Standards.

Action Step 1

Create Professional Learning Communities to develop lesson plans aligned with NGSS & Common Core.

Person or Persons Responsible

School Leadership Team & Classroom Teachers

Target Dates or Schedule

Wednesdays PLC days

Evidence of Completion

Lesson Plans, iObservation

Facilitator:

Principal, Assistant Principal, District Coaches

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Conduct Classroom "focus walks" to look for elements of lessons created during PLC's.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Review of Lesson Plans and student work.

Plan to Monitor Effectiveness of G5.B1.S2

Collect District Formative Assessment and Discovery Education Test results. -Benchmarks will be established after first quarter baseline data is collected

Person or Persons Responsible

Classroom Teachers and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Analyze District Formative Assessments, Discovery Education Test results, and daily student work to plan for future instruction.

G6. Upgrade Media Center to ensure that beneficial resources are aligned with the integrated Common Core Standards and are available to both teachers and students.

G6.B1 Outdated materials, organizational structure, and resources that do not align to Common Core State Standards

G6.B1.S1 Create a collection of books that contain Text Exemplars from Common Core Standards 'Appendix B' that assist teachers with matching readers to appropriate texts.

Action Step 1

Coordinate with business partners and School Advisory Council members to select and purchase a collection of appropriate text exemplars for teachers to utilize in the classroom.

Person or Persons Responsible

School Advisory Council

Target Dates or Schedule

September - December

Evidence of Completion

Checklist of purchased books

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Create an action plan of steps for text exemplar library creation.

Person or Persons Responsible

School Advisory Council

Target Dates or Schedule

Monthly at School Advisory Council Meetings

Evidence of Completion

Action Plan Checklist

Plan to Monitor Effectiveness of G6.B1.S1

District Formative Assessments, Discovery Education Tests, DRA

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Analysis of results from District Formative Assessments, Discovery Education Tests, DRA

G6.B1.S2 Establish a professional library of current books that contain 'best practices' for teachers that will increase their ability to plan and deliver rigorous lessons.

Action Step 1

Review and purchase professional books to create a professional library that will serve as a resource of best practices and instructional strategies.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

December 2013

Evidence of Completion

Inventory of Professional Library Resources

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Create a list of books and resources to purchase for professional library and establish an inventory checklist.

Person or Persons Responsible

Instructional Literacy Coach

Target Dates or Schedule

December 2013

Evidence of Completion

Inventory Checklist

Plan to Monitor Effectiveness of G6.B1.S2

Create a system for checkout of professional library materials.

Person or Persons Responsible

Instructional Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Checkout Monitoring Forms

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 2013 FCAT. Funds will be utilized to pay teachers for instruction after school hours and for instructional materials.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G3.B1 Professional Development

G3.B1.S1 Conduct Book Talk of 'Text Complexity' to ensure all teachers can match readers to text and design text dependent questions.

PD Opportunity 1

Conduct Book Talk of 'Text Complexity' during grade level and faculty meetings.

Facilitator

Leadership Team

Participants

All Faculty

Target Dates or Schedule

Wednesday Team Meetings

Evidence of Completion

Lesson plans, PLC agendas & minutes, & sample passages/questions

G3.B1.S2 Create and present ongoing Coaching Cycle for teachers to work across grade levels designing text dependent questions.

PD Opportunity 1

Conduct Coaching Cycle for teachers to work in collegial groups to develop text dependent questions that require students to think and write critically about their reading.

Facilitator

Leadership Team

Participants

Faculty

Target Dates or Schedule

Wednesday Team Meetings/Monthly Coaching Cycle Sessions

Evidence of Completion

Lesson plans, PLC Agendas, PLC Presentation Notes, Sample Passages and Teacher Created Quesitons

G3.B1.S3 Create model classrooms that demonstrate effective Common Core implementation and daily practice such as: * Close Reading of Complex Texts * Infusion of metacognitive strategies * Instruction of developmentally appropriate reading comprehension strategies

PD Opportunity 1

Create a model classroom at each gradel level to further professional development opportunities of entire faculty.

Facilitator

Leadership Team

Participants

One teacher at each grade level.

Target Dates or Schedule

December

Evidence of Completion

Focus Walks, Lesson Plans, iobservation

G3.B1.S4 Utilize the writing process across all content areas (i.e. Reading, Math, Science, Social Studies) as a means for students to communicate their thought process and defend their hypothesis.

PD Opportunity 1

Create Professional Learning Communities that emphasize writing across all disciplines and for real purposes.

Facilitator

Instructional Literacy Coach

Participants

Faculty

Target Dates or Schedule

Wednesday Team Meetings

Evidence of Completion

Professional Learning Community Notes, Student Writing Samples, Lesson Plans, iobservation

G4. Staff will implement and utilize daily intervention and differentiation to increase instructional contact time with students identified as at risk by state, district and school level assessments.

G4.B2 Lack of instructional time for direct specialized instruction for target groups

G4.B2.S1 Create multiple extended learning opportunities for targeted at-risk students such as: -Before and After School Safety Nets - Nurture Groups -Saturday School

PD Opportunity 1

-Create monthly formative reading & math assessments for targeted students. -Establish a 'nurture group' to partner targeted students with an additional faculty member. -Schedule a before & after school program for targeted at-risk students. -Based on student needs, develop specialized Saturday tutoring program.

Facilitator

Principal, Assistant Principal, Instructional Literacy Coach

Participants

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Analysis of Discovery Education Test, District Formative Assessments, and School Formative Assessment Results.

G5. Instructional staff will engage students in cognitively complex tasks involving hypothesis generation and testing using best practices and available technology in the content area of science and math.

G5.B1 Alignment of curriculum to testing standards and individual students.

G5.B1.S1 Provide professional development opportunities for teachers that allow them to work with district science and math specialists to effectively utilize District Curriculum Maps.

PD Opportunity 1

Schedule PLC's that include district specialists

Facilitator

District Coaches/State Coaches

Participants

Classroom Teachers

Target Dates or Schedule

Wednesdays &/or designated grade level TDE days

Evidence of Completion

Grade level meeting minutes & lesson plans

G5.B1.S2 Create Professional Learning Communities that provide teachers time to design rigorous math and science lessons aligned to NGSS & Common Core Standards.

PD Opportunity 1

Create Professional Learning Communities to develop lesson plans aligned with NGSS & Common Core.

Facilitator

Principal, Assistant Principal, District Coaches

Participants

Classroom Teachers

Target Dates or Schedule

Wednesdays PLC days

Evidence of Completion

Lesson Plans, iObservation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.	\$1,000
G5.	Instructional staff will engage students in cognitively complex tasks involving hypothesis generation and testing using best practices and available technology in the content area of science and math.	\$4,000
G6.	Upgrade Media Center to ensure that beneficial resources are aligned with the integrated Common Core Standards and are available to both teachers and students.	\$7,000
Total		\$12,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Other	Total
Internal Accounts	\$1,000	\$0	\$4,000	\$5,000
Extended Day	\$4,000	\$0	\$0	\$4,000
Business Partners/SAC	\$0	\$3,000	\$0	\$3,000
Total	\$5,000	\$3,000	\$4,000	\$12,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G3.B1 Professional Development

G3.B1.S1 Conduct Book Talk of 'Text Complexity' to ensure all teachers can match readers to text and design text dependent questions.

Action Step 1

Conduct Book Talk of 'Text Complexity' during grade level and faculty meetings.

Resource Type

Professional Development

Resource

A copy of 'Text Complexity' for every classroom teacher.

Funding Source

Internal Accounts

Amount Needed

\$1,000

G5. Instructional staff will engage students in cognitively complex tasks involving hypothesis generation and testing using best practices and available technology in the content area of science and math.

G5.B1 Alignment of curriculum to testing standards and individual students.

G5.B1.S2 Create Professional Learning Communities that provide teachers time to design rigorous math and science lessons aligned to NGSS & Common Core Standards.

Action Step 1

Create Professional Learning Communities to develop lesson plans aligned with NGSS & Common Core.

Resource Type

Professional Development

Resource

Substitutes for teachers to have increased time for professional development.

Funding Source

Extended Day

Amount Needed

\$4,000

G6. Upgrade Media Center to ensure that beneficial resources are aligned with the integrated Common Core Standards and are available to both teachers and students.

G6.B1 Outdated materials, organizational structure, and resources that do not align to Common Core State Standards

G6.B1.S1 Create a collection of books that contain Text Exemplars from Common Core Standards 'Appendix B' that assist teachers with matching readers to appropriate texts.

Action Step 1

Coordinate with business partners and School Advisory Council members to select and purchase a collection of appropriate text exemplars for teachers to utilize in the classroom.

Resource Type

Evidence-Based Materials

Resource

Fiction and Non-Fiction Texts

Funding Source

Business Partners/SAC

Amount Needed

\$3,000

G6.B1.S2 Establish a professional library of current books that contain 'best practices' for teachers that will increase their ability to plan and deliver rigorous lessons.

Action Step 1

Review and purchase professional books to create a professional library that will serve as a resource of best practices and instructional strategies.

Resource Type

Other

Resource

Professional Books and Videos

Funding Source

Internal Accounts

Amount Needed

\$4,000