

St. Johns County School District

Cunningham Creek Elementary School



2020-21 Schoolwide Improvement Plan

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Cunningham Creek Elementary School

1205 ROBERTS RD, Saint Johns, FL 32259

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

Demographics

Principal: Katie O'connell

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	14%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (65%) 2016-17: A (75%) 2015-16: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the St. Johns County School Board on 2/16/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Cunningham Creek Elementary School

1205 ROBERTS RD, Saint Johns, FL 32259

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	13%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
OConnell, Katherine	Principal	Lead the school in determining areas of focus Provide resources and remove obstacles Support the faculty and staff Partner with the families and community Encourage and motivate students Serve on MTSS Problem Solving Team
Miller, Kimberly	Assistant Principal	Co-lead school initiatives Focus and support the ESE programs Provide school wide guidance and support to all stakeholders Facilitate the transportation and safety programs Serve on MTSS Problem Solving Team
Ritchie, Christa	Instructional Coach	Provide training, coaching, and support to all instructional staff Facilitate mentoring program Serve on MTSS Problem Solving Team Guide and direct curricular decisions and instructional frameworks
Hallett, Sara	School Counselor	Serve on MTSS Problem Solving Team Oversee ELL and 504 programs Support students, faculty, and families with social/emotional/mental health concerns Facilitate the school wide Character Counts program
Yeoman, Lydia	Assistant Principal	

Demographic Information

Principal start date

Saturday 7/1/2017, Katie O'connell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	14%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (65%) 2016-17: A (75%) 2015-16: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	100	82	106	93	78	0	0	0	0	0	0	0	534
Attendance below 90 percent	5	7	3	3	2	3	0	0	0	0	0	0	0	23
One or more suspensions	1	3	2	4	1	3	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	2	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	3	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 8/20/2020

Prior Year - As Reported

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	
Number of students enrolled	81	99	99	76	88	109	0	0	0	0	0	0	0	552
Attendance below 90 percent	8	8	5	2	4	4	0	0	0	0	0	0	0	31
One or more suspensions	1	2	0	1	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	5	4	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	3	1	0	0	0	0	0	0	0	0	4

Prior Year - Updated

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	
Number of students enrolled	81	99	99	76	88	109	0	0	0	0	0	0	0	552
Attendance below 90 percent	8	8	5	2	4	4	0	0	0	0	0	0	0	31
One or more suspensions	1	2	0	1	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	5	4	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	3	1	0	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	80%	75%	57%	82%	74%	55%
ELA Learning Gains	74%	67%	58%	69%	64%	57%
ELA Lowest 25th Percentile	68%	59%	53%	68%	52%	52%
Math Achievement	87%	77%	63%	88%	75%	61%
Math Learning Gains	77%	69%	62%	77%	69%	61%
Math Lowest 25th Percentile	71%	59%	51%	64%	60%	51%
Science Achievement	75%	72%	53%	76%	69%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	84%	78%	6%	58%	26%
	2018	85%	78%	7%	57%	28%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	87%	77%	10%	58%	29%
	2018	79%	74%	5%	56%	23%
Same Grade Comparison		8%				
Cohort Comparison		2%				
05	2019	77%	76%	1%	56%	21%
	2018	72%	73%	-1%	55%	17%
Same Grade Comparison		5%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	92%	82%	10%	62%	30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	88%	80%	8%	62%	26%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	87%	82%	5%	64%	23%
	2018	91%	83%	8%	62%	29%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
05	2019	91%	80%	11%	60%	31%
	2018	77%	79%	-2%	61%	16%
Same Grade Comparison		14%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	77%	73%	4%	53%	24%
	2018	68%	73%	-5%	55%	13%
Same Grade Comparison		9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	64	59	51	59	50	47				
ASN	92			83							
HSP	76	86		80	85						
WHT	79	73	72	88	78	76	74				
FRL	75	75		79	71						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	40	35	59	45	52	38				
ASN	94			94							
BLK	52	53		64	63		50				
HSP	75	63		78	53		69				
MUL	82			91							
WHT	78	56	43	86	63	70	68				
FRL	72	55		81	59	60	65				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	58	51	52	61	58	47	40				
ASN	92			100							
BLK	64	82	82	68	59						
HSP	93	80		88	76		69				
WHT	82	65	61	89	78	64	80				
FRL	74	70	78	79	68	65	38				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	82
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Due to COVID-19 and no new assessment data we will focus using our 18-19 data. Our SWD students scored 46% in ELA Achievement, up from 40% the previous year. We serve a population of students who are challenged to show proficiency due to their disabilities. This year, we have implemented a multi-layered system of supports for ESE students as well as our MTSS students. We continue to strive to appropriately identify the best means to determine mastery for these students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We dropped 4% in Math-4th Grade from 91% to 87%. The decline represents a different group of students and a marginal shift in their performance on this instrument.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We are above the state average in all categories - the closest gap is 21% above the state in 5th grade ELA. We are focused on our 5th grade ELA instructional practices this year to exceed this number next year.

Which data component showed the most improvement? What new actions did your school take in this area?

We grew in all 7 reporting categories for a total of 74 points gained. Our greatest growth was in ELA LQ where we grew from 43% to 68% - a total of 25 points in this category. We attribute the gains to the implementation of the PLC model and the flexible grouping of students. Customizing all learning paths, based on current data yielded tremendous success for all of our students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We are focused on attendance of our medically fragile students. Historically, we have been challenged by families who have varied priorities that encroach on consistent school attendance. Also we will be focusing on our students that had ISS/OSS- 2.43% to ensure these students needs are met.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 3% gains in SWD ELA in all grade levels
2. 3% gains in ELA LQ in all grade levels
3. 3% gains in Math LQ in all grade levels
4. 3% gains in ELA in all grade levels
5. 3% gains in Math in all grade levels

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	It is important that we commit to helping each and every student reach their full potential including our distant learners. By focusing on all students, we will ensure that each student makes gains, regardless of their current academic level or instructional delivery model.
Description and Rationale:	
Measurable Outcome:	Our goal is for each of our student groups to increase 3%, as measured on the state assessment in Spring, 2021. 3% growth for overall ELA Learning Gains 3% growth for overall ELA Learning Gains -SWD 3% growth for overall ELA Learning Gains - LQ
Person responsible for monitoring outcome:	Katherine OConnell (katherine.oconnell@stjohns.k12.fl.us)
Evidence-based Strategy:	Collective teacher efficacy - PLC - unpacking standards, creating authentic assessments, creating flexible groups based on specific deficits or enrichment needs including distance learners; RtI - MTSS process including distance learners; NEST & WIN groups (flexibly-grouped students by skill) including distance learners; Differentiated Instruction (within class and among grade level) including distance learners; Classroom culture supporting more complex thinking in reading and writing including distance learners.
Rationale for Evidence-based Strategy:	Hattie's research, as presented in Visible Learning shows that Collective teacher efficacy is the highest yield effect on student performance. We implement this collective partnership through our PLC process. PLC@Work is a research-based process of using data to drive instruction. Grouping students for explicit skill instruction is another high yield strategy. The greatest resource is our human capital - our grade level teams sharing students and building groups by standard, student, skill, & strategy

Action Steps to Implement

All actions steps include our distance learners-

1. Review individual student data
2. Use data to build NEST groups (Nurturing Every Student's Talents)
3. Implement strategic and specific instruction in skills and strategies
4. Monitor and assess for progress and need for remediation
5. Repeat cycle throughout the year

Person Responsible Christa Ritchie (christa.ritchie@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus	It is important that we commit to helping each and every student reach their full potential.
Description and Rationale:	By focusing on all students, we will ensure that each student makes gains, regardless of their current academic level or instructional delivery model.
Measurable Outcome:	Our goal is for each of our student groups to increase 3%, as measured on the state assessment in Spring, 2021. 3% growth for overall MATH Learning Gains 3% growth for overall MATH Learning Gains -SWD 3% growth for overall MATH Learning Gains - LQ
Person responsible for monitoring outcome:	Katherine OConnell (katherine.oconnell@stjohns.k12.fl.us)
Evidence-based Strategy:	Collective teacher efficacy - PLC - unpacking standards, creating authentic assessments, creating flexible groups based on specific deficits or enrichment needs including distance learners; RtI - MTSS process including distance learners; NEST & WIN groups (flexibly-grouped students by skill) including distance learners; Differentiated Instruction (within class and among grade level) including distance learners; Classroom culture supporting students using strategies to interpret word problems including distance learners; Use of exit ticket to determine next steps including distance learners.
Rationale for Evidence-based Strategy:	Hattie's research, as presented in Visible Learning shows that Collective teacher efficacy is the highest yield effect on student performance. We implement this collective partnership through our PLC process. PLC@Work is a research-based process of using data to drive instruction. Grouping students for explicit skill instruction is another high yield strategy. The greatest resource is our human capital - our grade level teams sharing students and building groups by standard, student, skill, & strategy.

Action Steps to Implement

All actions steps include our distance learners-

1. Review individual student data
2. Use data to build NEST groups (Nurturing Every Student's Talents)
3. Implement strategic and specific instruction in skills and strategies
4. Monitor and assess for progress and need for remediation
5. Repeat cycle throughout the year

Person Responsible Christa Ritchie (christa.ritchie@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	When students take ownership and responsibility for their growth, learning, and choices, they build confidence, self-efficacy, and develop a greater enthusiastic investment in developing to their fullest potential. Character is built through the daily choices we make. Each lead us in the direction of our destiny.
Measurable Outcome:	Each student will demonstrate good character, develop positive leadership traits, and dedicate themselves to setting and meeting their goals.
Person responsible for monitoring outcome:	Katherine OConnell (katherine.oconnell@stjohns.k12.fl.us)
Evidence-based Strategy:	The Collaborative for Academic, Social, and Emotional Learning (CASEL) has documented over two decades of compelling research demonstrating the positive effect of SEL on both academic and behavioral outcomes. Additionally, Hattie's research notes the dramatic increase of student academic and behavioral success through the empowerment of student owned learning.
Rationale for Evidence-based Strategy:	By implementing a culture of student empowerment, leadership, and good character, we are developing life-ready students.

Action Steps to Implement

1. School wide Character Counts! Program - Cardinals with Character
2. Student Leadership Notebooks - goals and data; Student Led Conferences
3. Opportunities for student leadership - every student serving in a leadership role
4. Explicit instruction and monitoring of behavioral expectations - school wide SEL
5. Service Learning - multiple clubs to build community and provide an outlet for kindness and generosity

Person Responsible Sara Hallett (sara.hallett@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Due to COVID-19, we did not assess students in the 19-20 school year. We reflected on our data from the 18-19 school year. We have decided to continue the work we began in the 19-20 school year into 20-21, to ensure that ALL students including our SWD students are proficient in Reading and Math . A new challenge we face due to COVID 19 is our different instructional models. Our new focus will be different because it will now need to include our distance learners as well as our brick and mortar students and to ensure that we grow all students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Cunningham Creek Elementary, we believe that we have a unique responsibility for developing and implementing a positive school culture and environment. Our leadership team synergizes to ensure that we have a process for developing and revising a shared vision, strong mission, and measurable goals. We are striving to ensure high and achievable goals for every student when provided with appropriate, effective learning opportunities while ensuring our students and faculty can live, love, learn, and lead. Leadership meets with PTO, SAC and faculty members to ensure that all stakeholders are represented and heard.

The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted, using varied sources of information and ongoing data analysis to ensure we are building a positive culture and environment with all stakeholders.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00