



# School Improvement Plan 2017-18

## Curlew Creek Elementary

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



# Vision and Direction

School Improvement Plan 2017-18

## School Profile

<b>Principal:</b> Kathleen Brickley	<b>SAC Chair:</b> Bob Cliff
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	The mission of Curlew Creek Elementary is to prepare each student for Middle School, High School, College, Career and Life fostering positive relationships while providing rigorous and engaging learning experiences.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	4.8%	3.8%	13.5%	4.3%	73.5%	.2%

<b>School Grade</b>	<b>2017:</b> A	<b>2016:</b> B	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	70	64	76	74	69	61						
Learning Gains All	54	60	72	56								
Learning Gains L25%	44	64	53	41								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kathleen	Brickley	FT	1-3 years
Assistant Principal	Reva	Faust	FT	Less than 1 year
Teacher	Natalie	Schlereth	FT	1-3 years
Teacher	Melissa	Essex	FT	11-20 years
Teacher	Lauren	LaDolcetta	FT	4-10 years
Teacher	Tracey	Miller	FT	11-20 years
Teacher	Kristina	Wentworth	FT	11-20 years
Teacher	Kelsi	Ward	FT	1-3 years
DMT	Sandy	Zarle	FT	4-10 years
<b>Total Instructional Staff:</b>	<b>8</b>	<b>Total Support Staff:</b>	<b>1</b>	



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Our guidelines for success are being safe, respectful, and responsible. Our PBIS includes our Commitment to Character Award ceremonies, our cafeteria’s Coyote Café, and coyote ticket prize drawings. We hold a school-wide assembly at the beginning of each school year to explain our expectations for providing a safe, secure and healthy learning environment as well as the C2C, coyote tickets, and coyote café incentive programs. All individual classroom management plans are required to align with our SWBP and are reviewed by our Principal and Asst. Principal. Each morning, one of our administrators presents SWBP information on our student news to reinforce its importance at Curlew Creek Elementary. Additionally, the school-wide behavior plan is reinforced during the year through lesson plans, classroom guidance lessons, classroom walkthroughs, staff and student interviews, and PLC learning opportunities to help teachers reinforce school expectations and manage behaviors in the classroom.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Teachers are required to post the guidelines for success in their classroom and these are regularly reviewed with the students. The guidelines for success are also posted in common areas throughout the school. All individual classroom management plans are required to align with our SWBP and are reviewed by our Principal and Asst. Principal. Each morning, one of our administrators presents SWBP information on our student news to reinforce its importance at Curlew Creek Elementary. Additionally, the school-wide behavior plan is reinforced during the year through lesson plans, classroom guidance lessons, classroom walkthroughs, staff and student interviews, and PLC learning opportunities to help teachers reinforce school expectations and manage behaviors in the classroom. To ensure equitability in handling student behavior, we have a menu for effectively responding to classroom misbehavior that teachers are required to follow. This includes a 3-level system of disciplinary infractions. The initial faculty meeting of the school year provided a training session on our level system of behaviors. All classroom management systems ensure equitability.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

As aligned with the District Initiative of MTSS, Curlew Creek Elementary is designed in a 3-Tiered model of support or intervention to facilitate student success: Tier1/Core, Tier 2/Supplemental and Tier 3/Intensive. The following is a description of this model:

Tier 1/ Core processes are used on a school-wide basis for all students. This Tier is considered “Core” because all students are exposed in the same way, and at the same level, to the intervention. Core strategies include, but are not limited to, using effective teaching practices and curricula, explicitly teaching behavior that is acceptable within the school environment, focusing on ecological arrangement and systems within the school, consistent use of pre-correction procedures, using active supervision of common areas and creating reinforcement systems that are used on a school-wide basis. At Tier 1, all students receive the

foundation of School Wide Expectations and Rules, Character Education, Coyote Tickets are awarded for positive behavior, progress monitoring, school/home communication and a structured classroom behavior management plan for addressing problem behavior are also in place.

Tier 2 /Supplemental interventions involve students who do not respond to the Tier 1 or Core strategies and are at risk for academic failure or behavior problems but are not in need of intensive individual supports. At Tier 2, students continue to receive all the supports provided at Tier 1 plus additional or supplemental supports to facilitate success. Interventions at the Tier 2 level often are delivered in smaller groups to maximize time and effort and should be developed with the unique needs of the students within the group. Examples of these interventions include small group instruction, classroom setting with increased staff support, social support such as pull out groups for social skills training (e.g., explicit instruction in skill deficit areas, friendship clubs, anger management group, Girlfriends group,) or academic support (i.e., use of research-based intervention programs and tutoring).

Tier 3 /Intensive interventions focus on students who display persistent patterns of disciplinary problems or academic deficiencies who have not responded to Tier 1 or Tier 2 interventions. Tier 3 interventions are intensive and individualized and are the most comprehensive and complex. The interventions within this tier are based on the concept that the complexity and intensity of the intervention plan directly reflects the complexity and intensity of the behaviors. Students within Tier 3 continue involvement in Tier 1 and Tier 2 intervention programs and receive additional supports as well. These supports could include the use of specific prevention strategies, a de-escalation plan for the student, individual counseling, specialized classroom environment/setting or curriculum, specialized reinforcement system and/or modifications to the school-wide behavior plan. A Functional Behavioral Assessment/Positive Behavior Intervention Plan (FBA/PBIP) may be developed and implemented. Although comprehensive services are important for all students, a critical aspect of the three-tiered model is the identification of students who are not responding positively to interventions and to implement strategies to facilitate success.

#### Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The CCE Student Services team supports the following needs:

- MTSS team meets weekly
- Monitors Early Warning Systems
- Child Study Team meets bi-monthly to monitor student attendance and provide supports and interventions for at risk students.
- 504 Plans
- Counsels with students individually and/or in groups to help students understand and appreciate their unique qualities and grow personally and socially.
- Assists students in crisis situations.
- Pack-a-Snack program for students who require access to food on the weekends.
- Helps to identify individual student needs.
- Assigns mentors to students.
- Assists with identifying the students for ELP and ERELM programs.
- Conducts conferences and 504 meetings with parents and key staff members.
- Supports students by teaching skills for achieving success.
- Works collaboratively with students, parents/guardians, and teachers to identify and remove barriers that may hinder student achievement.
- Helps promote positive attitudes among students towards self, family, and community.

- Links students with school and community resources through community agencies such as Clothes to Kids and Holiday Help.
- School Counselor provides guidance lessons, small group counseling, and individual counseling services by request or as-needed.
- Check in/check out program

Student Service Team members conduct an annual faculty meeting to review MTSS processes and interventions available and will meet with grade level teams during PLCs or individual teachers. In addition, information regarding these programs are distributed to all teachers periodically and to families via our school newsletters and parent conferences.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Weekly MTSS meetings and weekly data chats through grade level PLCs are held to review and monitor student progress using, SAT 10, FSA, and Common Assessment scores. This data is also discussed at our weekly SBLT meetings. SBLT meets weekly to address and monitor school-wide learning gains, discuss school-wide concerns, and plan for preventative and intervention steps that can be taken to ensure that all students' needs are met. CST looks at attendance data that from FOCUS reports. Annual vision and hearing screenings are used to provide referrals to students who may have limited abilities in these areas. Our ESE team also provides speech/language data for our review.

#### High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Curlew Creek Elementary School ensures all staff members have high expectations for the success of all students by providing rigorous and equitable learning opportunities through core instructional programs and materials, as well as enrichment activities and clubs with extended learning opportunities. Instructional programs are aligned to Florida Standards and teachers implement the District's modules for Math, Science and ELA. Administrators conduct walk-throughs and review lesson plans to ensure the Florida Standards are embedded in all core instructional programs that follow the district's pacing guide. We have a site-based mentoring program. New teachers are paired with Mentor or Clinical Education trained teachers. Pairs are encouraged to meet weekly (at a minimum) and more often as needed. Additionally, monthly meetings with the site-based Lead Mentor are scheduled for new teachers. These meetings build support, comfort, and improve communication with culture, curriculum, and procedures. Additionally, all instructional staff complete a Deliberate Practice Plan to set goals, identify focused practice and professional development, and how their progress will be monitored. Work with Just-In-Time Instructional Coaches to obtain on-the-job professional development in research-based strategies and to support district curriculum and initiatives is offered. Instructional staff will also engage in ongoing professional development through weekly school-based curriculum meetings focused around district curriculum and Instructional Elements of the Marzano Framework. Site-based experts, MTSS team, and PLCs are available resources for teachers looking for support with core instruction differentiation to meet the needs of varied learning styles.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: 100% of teachers will utilize the Coyote Ticket positive recognition system to motivate students to follow school-wide guidelines for success and classroom expectations for the 2017-2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> <li>Teachers will be trained in the use of the leveled PBS intervention program (Behavior Response Menu, Level 2 intervention form, and level 3 referral form).</li> <li>Teachers will develop and implement classroom management plans.</li> <li>Teachers will hand out Coyote Tickets to students when they are observed following the guidelines to success or the character traits.</li> <li>Guidance Counselor will run the Coyote Store at lunch times every other month.</li> <li>Guidance Counselor will monitor students during the class-wide incentive.</li> <li>PBS team and SBLT will monitor and share monthly discipline data. Data will be reviewed by grade, by gender, ethnicity, and black/non-black. Plans will be developed to support a positive incentives or behavior plans for specific students.</li> </ul>	Positive behavior committee, Guidance Counselor, teachers, administration
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce the learning gap between black and non-black 4 <sup>th</sup> grade students by at least 10% as measured by the 2018 Math FSA.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> <li>SBLT will analyze sub group data and plan for support.</li> <li>Provide instruction that includes student conversation, emphasizes vocabulary and ensures students are moving towards independence.</li> <li>Strive to provide mentors to struggling black students.</li> <li>Engage students in lessons using movement, visual cues and tactile experiences so that all learning styles and modalities can be met.</li> <li>Train all staff in Restorative Practices (RP)</li> </ul>	Administration, SBLT, PBS and teachers, RP Team
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



# Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

**7.** Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Teachers use a variety of district resources to ensure the alignment to the Florida Standards. Site based professional development (coaches, lead teachers and learning specialist) district wide training provides on-going professional development for faculty to ensure the alignment of instruction to standards. Administrative walk-throughs provide feedback to teachers and help ensure that the standards, academic rigor and student engagement are being addressed.

Marzano observation building reports data indicates the high frequency of student engagement/academic rigor on the rise during classroom observations.

**8.** In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Differentiation of instruction is an area of need for improvement. Teachers should be able to provide in their lesson plans examples of how instruction is modified or supplemented to assist students who are having difficulty in attaining proficiency. Data used to determine this improvement was planbook.com, reviewing teacher lesson plans, and informal/formal teacher observations.

Another key area for improvement is effectively utilizing the gradual release model so that the students are doing the thinking and work involved in problem solving activities allowing for productive struggle. Informal observations and walkthroughs show this as an area identified for growth across grade levels. Feedback is focused on the teacher being the facilitator and allowing the students to work together and individually on challenging activities that require them to do the thinking.

**9.** Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

FSA, FCAT Science, SAT 10, and progress monitoring data is used to identify struggling students prior to the opening of school. Learning Goals and scales are used to describe expected levels of performance and the formative assessment tools and questions that allow students to demonstrate mastery. Teachers guide students in tracking their own progress and constantly monitor growth to ensure that all levels of cognitive complexity are covered within each unit. All students receive core instruction, differentiation is conducted based on formative assessment data. Running Records, ELA assessments, daily checks for understanding, teacher observations are also ways to measure learning and inform instruction.

**10.** Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Kindergarten teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Parents will gain knowledge about what a typical day and year is like for Kindergarten students during our annual Kindergarten Round up. We reach out to local preschools and the CW Pre K program to facilitate kindergarten readiness strategies for students.

Teachers are available for families to help prepare students academically for the upcoming year during the Meet the Teacher, Back to School events, and parent conference nights.

Fifth graders have the opportunity in the spring to visit their zoned middle school to tour and ask questions. Throughout the spring, middle schools are invited to CCE to give presentations to fifth graders so they can prepare for the next school year. The guidance counselor communicates with the middle schools to assist

with a smooth transition for students. PTA also hosts at our school a transition to middle school family event with our feeder middle schools.

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will plan for and implement a student-centered learning environment with rigor.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administrative walk-throughs with feedback on the implementation of student-centered instruction. PLCs should show evidence of discussions of plans to increase the student-centered environment to include rigor. Student data used to determine the level of engagement and rigor of the task.	Classroom teachers Administration
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will plan and implement instruction with differentiation to provide levels of challenge and support to meet the needs of all learners.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected by using running records and formative assessment to determine where students need intensive instruction. The data collected will determine if students are making progress. Students will be progress monitored and accelerated based on data. This will serve to accelerate students that are Level 1 or 2 FSA or Stanine 1-3 on Sat 10. Additionally, data will be examined to identify level 4 Students for enrichment in order to accelerate them to a level 5, and level 5 students should continue to be challenged.	Classroom Teachers, Intervention Teachers, SBLT team, Administration
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Increase student ownership of their learning through providing feedback, helping them to track their progress and to set goals/action steps for improvement	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected on teacher conferencing with students. Students will be guided by teachers to monitor their learning and will have evidence through data folders.	Classroom Teachers, Administration



# Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Based on our AdvancED survey, 73% of our staff indicated they feel “Our school’s leaders support an innovative and collaborative culture” (Standard 2.4). This is 10% below the district average and 5% below the average of all schools. To address this gap, school leaders will maintain a genuine open-door policy to give all staff members the opportunity to provide input, address instructional pedagogy, identify operational concerns, and to celebrate both personal and professional success. In addition, school leaders will participate in professional learning communities and support teachers who have innovative/out of the box thinking and ideas. In addition, leaders will support scheduling cross grade level articulation meetings.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teacher collaboration is considered a strength in Marzano leadership Domains 2 & 4. The school ‘s Master schedule provides daily planning for all instructional teams K-5, ESE and specialists to conduct PLCs and data chats. Administrators also plan time to collaborate with teams weekly .

## Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The focus areas for teacher professional development have been Mathematics and Reading. Monthly progress monitoring, Module assessment data, SAT 10 scores and student promotion data has shown positive indicators for teacher effectiveness and student learning. Our next steps are to increase academic rigor moving students from less guided/teacher lead instruction to organizing students for cognitively complex tasks, in addition to working on strategies for differentiation of instruction to meet the needs of diverse learners.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

### Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Marzano Key Instructional Elements	On going	Instructional staff	Increase understanding of the teacher evaluation model for the desired effect for student learning.

Effective Math Unit Planning	Summer 2017 – April 2018	Classroom teachers	Grade level teachers will collaborate to plan math units.
Jan Richardson’s Guided Reading	Summer 2017– April 2018	Instructional Staff	GR will be implemented with fidelity school-wide during ELA and reading intervention blocks. Tier 2 reading data
Content Areas	Summer 2017– April 2018	Instructional Staff	Teachers will increase content knowledge to improve their instructional practice.
Number Talks for untrained teachers	Summer 2017– April 2018	Instructional Staff	Teachers will increase their content knowledge and implement Number Talks in their classrooms.
DWT & Just In Time ELA, Math and Science	August 2017– April 2018	Instructional Staff	Teachers will increase their content knowledge and implement high yield strategies.
Restorative Practices	Summer 2017– April 2018	Instructional Staff	Teachers will increase their understanding and implementation of Restorative Practices.



## Family and Community Engagement

Connections:

District Strategic Plan ●Goals 1,3,6,7  
Marzano Leadership ●Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

AdvancED Family and Community Engagement survey elements indicate that only 50% of parents feel there is effective communication regarding their child’s progress and opportunities for stakeholder involvement.

Teachers will ensure that parents receive timely communication regarding their child’s progress via daily planner, Focus Gradebook, mid-period reports, and report cards. In addition, parent conferences will be conducted in person and via telephone.

Parents are provided with an annual calendar of events which includes many opportunities for family involvement – fun family events, curricular events, community events, how to become involved in PTA and SAC, volunteering and mentoring, and after school clubs and programs. PTA and administration together make concerted effort to build involvement and a sense of community within the school. A focus

is on communicating school events, announcements and good news through weekly School Messenger calls, a monthly newsletter, school and PTA websites, and Facebook. This year a weekly Coyote Communication folder will be used as a consistent means of communication between school and families.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Parent Involvement includes the development of a school wide calendar of events. The formation of a parent involvement committee was formed to oversee parent training needs. All activities will have an academic focus for families. These activities include but are not limited to science fair night, cozy up and read, and math night. A monthly school newsletter is available to all families on the school/ PTA websites. Teachers communicate data/testing information after each testing cycle through parent conferences. Teachers are also available by email or phone. Curlew Creek strives to meet the varied needs of our school community. Family Involvement efforts will include family events during school hours and evenings which include student led conferences as well as science, math, and literacy events. CCE keeps track of our volunteer hours and encourages parent volunteers to come into the classroom to work with students in small groups. All Pro Dad encourages parent participation in their child’s educational experience.

A SAC yearly agenda is developed with a monthly focus on individual SIP goals. Teachers and students present on the monthly topics addressing teaching, learning, and data aligned to each goal.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Identify and increase the parental involvement of students not meeting AMOs.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Provide opportunities to increase student participation during school events and meetings including SAC/PTA. (Art showcase, Grade level showcase). Look into flexible meeting times.	Family/Community Liaison Administration SAC /PTA
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Develop new Community Recruitment strategies	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The FCL will write recruitment letters to old /new business partnerships. Spirit Night schedule, classroom adoptions and provide a business recruitment meeting during the school day and/or evening.	Family/Community Liaison Administration
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

**Constructing a measurable objective for an academic goal is a six-step process.**

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students</li> <li>OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Content Area &amp;</li> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	Select date using calendar	Narrative Box
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**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Michelle Brooks
Increase the percent of students who demonstrate proficiency in ELA from 70% to 76% as measured by the 2018 Florida Standards Assessment.	
Increase the percentage of students making learning gains in ELA from 54% to 60% as measured by the Florida Standards Assessment.	
Increase the percentage of students making learning gains for lowest 25% in ELA from 44% to 50% as measured by the Florida Standards Assessment.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>

Ensure students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer reading and writing projects across grade levels as well as the calendar year.	PLC minutes, Lesson Plans, formative and summative assessments, Istation usage
Teachers meet in PLCs to study student work using standards-based tools such as rubrics.	PLC minutes
Teachers will meet frequently with students in one-to-one conferences and small groups to support students' individual needs by providing targeted, actionable feedback to students.	PLC minutes, Conferring notes, Student Data Folders

<b>Mathematics Goal</b>	<b>Goal Manager: Michelle Zajac</b>	
Increase the percent of students who demonstrate proficiency on Math from 77% to 83% as measured by the 2018 Florida Standards Assessment.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
Teachers utilize systemic documents (eLearn resources- Curriculum Guides, Content Guides, Game documents, Rigorous Mathematical Tasks, Learning Goals and Scales) to effectively and collaboratively plan for mathematics units that incorporate the Standards for Mathematical Practices and rigorous performance tasks aligned to Mathematics Florida Standards.	PLC minutes, Effective Planning Documents, Lesson Plans	
Teachers and instructional leaders analyze summative data (MAP, FSA) by individual class and across each grade level breaking down results by standards and/or domain.	PLC minutes, Data chats	
Teachers use manipulatives and student discourse to develop conceptual understanding of math concepts.	Lesson Plans, observations and walkthroughs, formative assessments	

<b>Science Goal</b>	<b>Goal Manager: Stacey Grant</b>	
Increase the percent of students who demonstrate proficiency on Science from 71% to 78% as measured by the 2018 Florida Standards Assessment.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Establish the routine practice of 10-70-20 model of instruction (10–setting purpose, 70–core , 20-confirming the learning). <ul style="list-style-type: none"> <li>Confirming the learning through use of success criteria (students tracking their own learning) and Teacher/Student conferencing.</li> </ul>	Success criteria, Reflections, Exit tickets, Turn and Talk, Lesson plans with evidence of 10-70-20 model, Science Notebooks	
Science vocabulary is explicitly taught and opportunities are provided for students to grapple with and use vocabulary in context.	Formative or summative assessments, vocabulary games, use of vocabulary words in their reflections	
Develop and implement a 5 <sup>th</sup> grade standards review plan based on data from the 3 <sup>rd</sup> /4 <sup>th</sup> grade Review Diagnostic Assessment.	5 <sup>th</sup> grade science diagnostic data and support plan	

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> Healthy Schools	<b>Goal Manager:</b> Dina Wright
Work toward Gold level recognition with Alliance for a Healthier Generation.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
The Healthy School team will review all assessment items to determine the most feasible items to improve in one module to achieve recognition level, and then develop an action plan for those items for November 2017.	By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program assessment in the action plan items to document achievement of one module to be eligible for national recognition.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager: Reva Faust</b>
Increase the percent of students who demonstrate proficiency in Math from 61% to 71% as measured by the 2018 Florida Standards Assessment.	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
<p>SBLT will analyze sub group data and plan for support.</p> <p>Provide instruction that includes student conversation, emphasizes vocabulary and ensures students are moving towards independence.</p> <p>Strive to provide mentors/volunteers for struggling black students</p> <p>Engage students in lessons using movement, visual cues and tactile experiences so that all learning styles and modalities can be met.</p> <p>Black students will be prioritized for participation in remediation, enrichment, PMAC, extracurricular activities, and family involvement programs.</p>	<p>Frequent review of data by SBLT including cycle assessments, formative and summative assessments, and OPM data</p> <p>Walk through to monitor level of instruction</p> <p>Review of student data in all areas to measure to standards and compare to other students to make sure the achievement gap is decreasing</p> <p>Attendance Logs</p>

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager: Heather Pope/Reva Faust</b>
Increase the percent of students who demonstrate proficiency on the ELA FSA from 27% in 2017 to 50% in 2018.	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
<ol style="list-style-type: none"> <li>1. Classroom Teachers and ELL service providers will engage in ongoing collaboration regarding ELL strategies.</li> <li>2. Share best practices in ELL inclusion at curriculum meetings for teachers to implement.</li> <li>3. SBLT will analyze sub group data and plan for support.</li> <li>4. Provide instruction that includes student conversation, emphasizes vocabulary and ensures students are moving towards independence.</li> <li>5. Strive to provide mentors to struggling ELL students.</li> <li>6. Engage students in lessons using movement, visual cues and tactile experiences so that all learning styles and modalities can be met.</li> <li>7. ELL students will be prioritized for participation in remediation, enrichment, PMAC, extracurricular activities, and family involvement programs.</li> </ol>	<ul style="list-style-type: none"> <li>• Frequent review of data by SBLT including cycle assessments, formative and summative assessments, and OPM data</li> <li>• Walk through to monitor level of instruction</li> <li>• Review of student data in all areas to measure to standards and compare to other students to make sure the achievement gap is decreasing</li> <li>• Attendance Logs</li> <li>• Curriculum meeting agenda items</li> <li>• Lesson plans to include ELL strategies</li> </ul>

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Burkhart/Radcliffe	
Increase the percent of students who demonstrate proficiency in ELA from 44% to 54% as measured by the 2018 Florida Standards Assessment.		
<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>	
<ol style="list-style-type: none"> <li>1. Classroom Teachers and ESE service providers will engage in ongoing collaboration regarding ESE support of standards based instruction.</li> <li>2. SBLT will analyze sub group data and plan for support.</li> <li>3. Provide instruction that includes student conversation, emphasizes vocabulary and ensures students are moving towards independence.</li> <li>4. Strive to provide mentors to struggling ESE students.</li> <li>5. Engage students in lessons using movement, visual cues and tactile experiences so that all learning styles and modalities can be met.</li> <li>6. ESE students will be prioritized for participation in remediation, enrichment, extracurricular activities, and family involvement programs.</li> <li>7. ESE teachers to attend curriculum meetings, PD, and coaching with general education teachers to stay updated to support instruction on grade level standards.</li> </ol>	<ul style="list-style-type: none"> <li>• Frequent review of data by SBLT including cycle assessments, formative and summative assessments, and OPM data</li> <li>• Walk through to monitor level of instruction</li> <li>• Review of student data in all areas to measure to standards and compare to other students to make sure the achievement gap is decreasing</li> <li>• Attendance Logs</li> </ul>	

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>	
<b>Enter Goal Name</b>		
Place goal statement here (additional goal only if needed).		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)			4	14	11			29	4
Students with excessive absences / below 90 %	10	14	6	8	9			47	6
Students with excessive behavior / discipline**	2	0	0	1	1			4	.05
Students with excessive course failures**	0	2	5	2	1			10	1
Students exhibiting two or more Early Warning indicators	0	0	2	3	0			5	.07

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Students in grades 1-5 will increase their school attendance from 95% to 97%.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Attendance policy will be distributed to parents in registration folders and posted on our school website.		Increased monthly attendance data.
CST and SBLT will monitor student attendance data biweekly and send home attendance letters accordingly. SBLT will present attendance policy and school process to teachers.		Attendance Data CST minutes

### EWS - Discipline

<b>Discipline Goal</b>	Please ensure that your goal is written as a SMART goal.
100% of students will follow our Guidelines for Success as measured by lack of referrals and suspensions.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Teachers will be trained in the use of leveled PBS Intervention Program. Teachers will develop and implement classroom management plans.	Number of monthly Level 2 incidents and level 3 referrals, number of OSS and ISS.
PBS team and SBLT will monitor and share monthly discipline data.	Number of monthly Level 2 incidents and Level 3 referrals, number of OSS and ISS.

<b>Discipline Goal – Other</b> (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	

Place goal statement here (only if needed).

Actions / Activities in Support of Goal	Evidence to Measure Success

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Students are identified for academic intervention using the following data: FSA, Common Assessments, Running Records, teacher academic referral documentation and retention. All teachers will implement Jan Richardson Guided Reading for instruction as well as for the primary intervention source.
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<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
100% of students receiving intervention will show growth during the progress monitoring cycle.	

Actions / Activities in Support of Goal	Evidence to Measure Success
SBLT will present the academic referral process to teachers. SBLT will conduct data chats with teachers, monitor student data to identify students in need of additional support, monitor tier 2 intervention data and assist with intervention recommendations.	Tier 2 progress monitoring data
SBLT will conduct fidelity intervention checks.	Fidelity check documents and PM data.

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	54	% with advanced degrees	26
% receiving effective rating or higher		% first-year teachers	2
% highly qualified (HQT)*	100	% with 1-5 years of experience	13
% certified in-field**	100	% with 6-14 years of experience	14
% ESOL endorsed	50	% with 15 or more years of experience	27

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

- School Administrators actively seek and vet qualified teachers to fill open positions. Priority interviews will be given to highly qualified black and Hispanic applicants in an effort to align our teaching staff to the demographics of our student community.
- Professional development, team building, a collaborative culture, mentoring and support are used to retain faculty and staff.
- Teacher retention is addressed through multiple initiatives at the district level i.e. competitive salaries, open communication with district administrators and research-based professional development.
- Pinellas County has a teacher recruitment plan in which district representatives visit college campuses to showcase the benefits of employment
- Mentors are assigned to teachers who are new to Curlew Creek Elementary. Mentor Meetings are held monthly to provide classroom teachers with support and guidance. Along with administrative support, teachers have access to Embrace Pinellas and Just In Time school-based professional development.
- All instructional staff and administrators complete the Deliberate Practice Plan to identify training and support for professional growth. Formal and informal observations with administrative feedback are conducted. Teachers participate in school-based professional development, collaborative planning, and PLC’s that focus on data analysis and best practices.



**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Dee James
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Please state the days / intervals that your team meets below.
Weekly on Mondays for two hours.

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan. Attached budget if preferred.

\$500 – Professional Books to support trainings (Jan Richardson Guided Reading, Number Talks, The Reading Strategies Book, Morning Meeting, Restorative Practices book study) \$3000 – TDEs to support teacher professional development, classroom observations, team planning, and data meetings
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