



**Curlew Creek Elementary  
School  
SAC Meeting  
October 9, 2020**

Michelle Golinski- SAC Chairperson  
Kathy Brickley- Principal

# Mission and Vision Statements

- \* Vision- 100% Student Success
- \* Mission- to prepare students for Middle School, High School, College and Career by fostering positive relationships while providing rigorous and engaging learning experiences

# Agenda

**I. Welcome, Introductions, and Attendance** – Michelle Golinski, SAC Chairman

**II. School Safety Officer Introduction-** Officer Dave Thompson

**III. Exceptional Student Education,** Yadira Radcliffe, ESE Teacher

**IV. English Learners-** Heather Pope, ESOL Assistant

**V. Gifted Program-** Deena Clendaniel, Gifted Teacher

**VI. School Updates-** Kathy Brickly, Principal

**VII. Open Agenda**

**VIII. Adjourn 10:00**

# School Safety Officer

**Officer Dave  
Thompson  
SSO**



# Exceptional Student Education

**Yadira Radcliffe**  
**ESE Teacher**

# Varying Exceptionalities Resources

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ESE Resource

# FAPE

(Free Appropriate Public Education)

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- What is FAPE?
  - Specially designed instruction
  - Instruction in the appropriate setting for the individual child to meet their individual needs
  - Accommodations in the classroom
  - Accommodations for testing

# Specially Designed Instruction

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- Students are looked at as individuals and given a goal or goals based on skills they need to succeed in the general education setting.
- Data is discussed to see where students are struggling and where students are thriving. This data is then used to help decide the most appropriate goals and setting for the student.
- Student learning style is taken into consideration when deciding where the child receives their resource minutes.
- Students are taught at their level within the grade level expectations.
- Students are graded at grade level expectations.



# ESE Data- the nitty gritty

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- Current level of performance based on MAP data (9/2020)
  - ELA 47% of our ESE resource students scored approaching proficiency or proficient
  - Math 41% of our ESE resource students scored approaching proficiency or proficient

# Curriculum

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- Students are a part of the general education setting first and foremost.
- Students who have varying exceptionalities are expected to complete grade level assignments and tests (with accommodations)
- Specially designed instruction allows for students who have resource minutes to receive instruction of grade level work in a way that helps them best understand instruction.

# Instruction

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- ESE students in 3<sup>rd</sup> grade are using the Linda Mood Bell Reading Program.
- ESE students in 4<sup>th</sup> grade are using Florida Ready texts, as well as Linda Mood Bell Reading Program.
- ESE students in 5<sup>th</sup> grade is being taught using the Florida Ready texts.
- All students are receiving the following support:
  - ESE teacher guides with vocabulary
  - Focus on FSA type questions with the skills we are learning based on the standards.
  - Monitoring of student progress on a bi-weekly level to see if there is improvement in reading fluency and comprehension.

# Accommodations

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- Resource students receive accommodations, not modifications, in the general education classroom and in small group settings.
- The team will use guiding questions to determine accommodations.
  - What are the learning strengths?
  - What accommodations will increase student access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability?
  - What were the results of assignments and assessments when accommodations were used and when they were not used?

# English Learners

**Heather Pope**  
**ESOL Assistant**

# Identification of ELL Students

# Identification Procedure

- ▶ All students entering the Florida public school system are required to fill out the Home Language Survey as part of the registration process

# Home Language Survey Form

PINELLAS COUNTY SCHOOLS  
HOME LANGUAGE SURVEY

**ADMINISTER FOR EACH NEW STUDENT ENROLLING IN A FLORIDA PUBLIC SCHOOL FOR THE FIRST TIME**

Student's Last Name \_\_\_\_\_ Student's First Name \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ Zip Code \_\_\_\_\_ Phone Number \_\_\_\_\_  
 Date Entered U.S. Schools \_\_\_\_\_ School \_\_\_\_\_ Current Grade \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Country of Birth \_\_\_\_\_

The information provided on this form is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

**PLEASE ANSWER THE FOLLOWING QUESTIONS:**

a. Is a language **other than English** spoken at home? Yes  No  What language? \_\_\_\_\_  
 b. Does the student have a first language **other than English**? Yes  No  What language? \_\_\_\_\_  
 c. Does the student most frequently speak a language **other than English**? Yes  No  What language? \_\_\_\_\_

**ANY "YES" ANSWERS WILL RESULT IN TESTING TO DETERMINE ELIGIBILITY FOR ESOL SERVICES. BECAUSE OF THE LARGE NUMBER OF STUDENTS TO BE TESTED, THERE MAY BE A DELAY IN TESTING OF UP TO 4 WEEKS. CLASSROOM TEACHERS WILL ADJUST THEIR INSTRUCTION TO MEET THE ELL STUDENT'S NEEDS. EVEN IF YOUR CHILD IS IDENTIFIED AS AN ELL, YOU MAY DECLINE THE PLACEMENT INTO ESOL CLASSES.**

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**SCHOOL USE ONLY**

If answers to above questions are all **NO**: file Home Language Survey in cum folder.  
 Any **YES** responses, K-12: Code LP on ELL Tab in FOCUS. Give HLS to ESOL Teacher or send to ESOL Office for testing.  
 Any **YES** responses, Pre-K: Code LY basis of entry T on ELL Tab in FOCUS.

**ESOL USE ONLY**

Foreign Exchange Student: \_\_\_\_\_ If YES, do not test!

English Language Learner (ELL): Yes  No  ELL Status: LY  LF  TZ   
 Basis of Entry: A  R  L  T  Basis of Exit: H  F  J  L

Classification Date \_\_\_\_\_ Entry Date \_\_\_\_\_ Exit Date \_\_\_\_\_  
 Native Language \_\_\_\_\_ Teacher \_\_\_\_\_  
 Comments \_\_\_\_\_

| TEST NAME             | TEST DATE | Title                 | Level (local) (LV)<br>K-5-CO | Rating (local) (RTG)<br>SE-0=1<br>LN=2<br>RN=3<br>PR=4 | Scale Score (SS) |
|-----------------------|-----------|-----------------------|------------------------------|--|------------------|
| Online CELLA (Form 5) |           | Listening/Speaking    |                              |  |                  |
| Other:                |           | Reading               |                              |  |                  |
|                       |           | Writing               |                              |  |                  |
|                       |           | Comprehension/Content |                              |  |                  |

PCS Form 2-1802-A (Rev. 6/19)  
Review Date 6/00

Category A  
CC # 6293



# Home Language Survey questions:

- a. Is a language other than English used in the home?
- b. Did the student have a first language other than English?
- c. Does the student most frequently speak a language other than English?

# Home Language Survey Responses

- ▶ All NO responses = regular education
- ▶ **Any** YES responses = ESOL eligibility testing

# Testing for ESOL Eligibility

- ▶ Students are tested by ESOL teachers or bilingual assistants **within 20 days of initial enrollment.**
- ▶ All students who score in the limited proficient range are eligible for ESOL services.
- ▶ They are coded LY in FOCUS.

# Curlew ELL Students

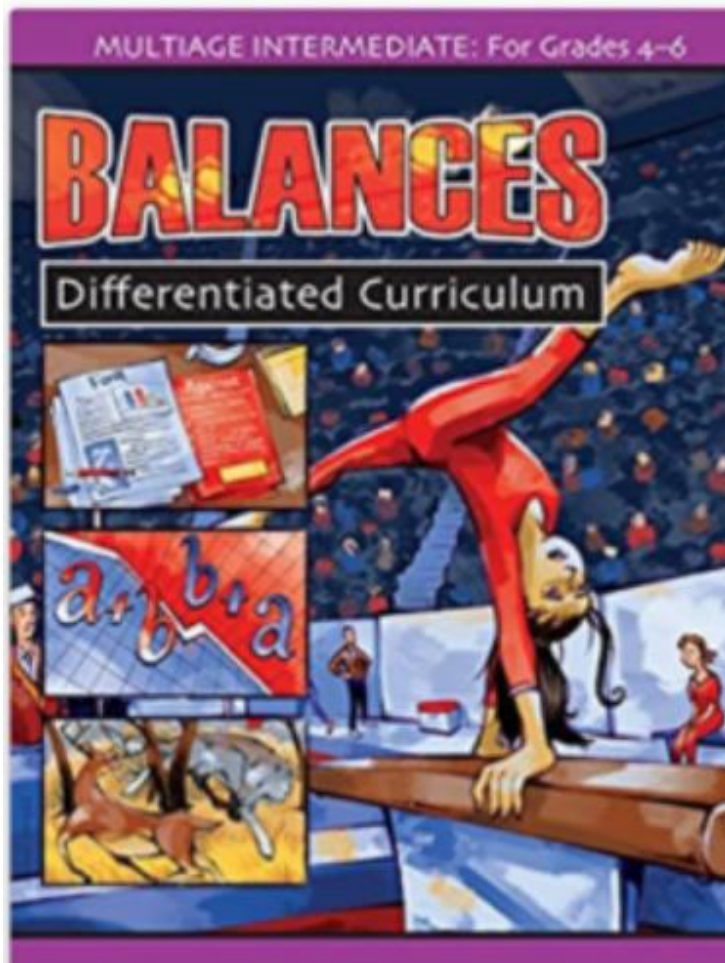
▶ Currently 22 students coded LY

▶ Languages

- Spanish 13
- Arabic 3
- Ukranian 3
- Vietnamese 2
- Albanian 1

# Gifted Program

**Deena Clendaniel**  
**Gifted Teacher**



## *2020-21 Gifted Curriculum - BALANCE*

- *Literature*
- *Living Systems*
- *Government*
- *Government*
- *Applied Mathematics*



PINELLAS COUNTY SCHOOLS

# ELEMENTARY GIFTED 2020 - 2021

**ELA – 90 min.**

**Math – 60 min.**

**Advanced Academics:**

**Leadership**

**Social-Emotional Learning**

**Creative & Critical Thinking**



# TALENT PROGRAM

2<sup>ND</sup> – 5<sup>TH</sup> GRADE

52 STUDENTS PARTICIPATING

STEM-BASED LEARNING





# School Updates

**Kathy Brickley**  
**CCE Principal**





# Student Growth Summary Report

## Aggregate by School

Term: Winter 2019-2020  
 District: Pinellas County Schools

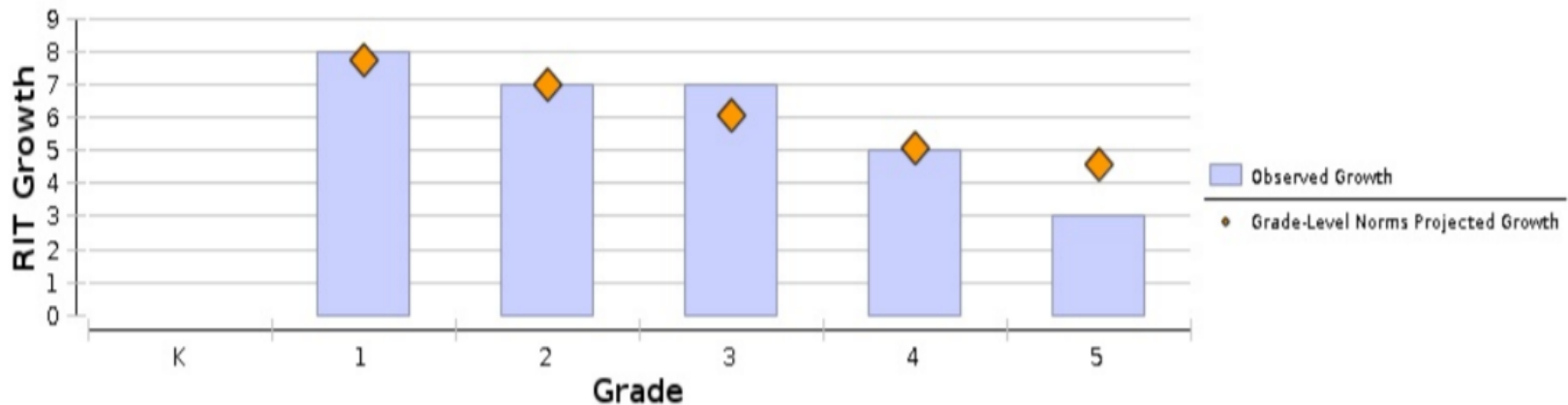
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2019 - Winter 2020  
 Weeks of Instruction: Start - 4 (Fall 2019)  
 End - 16 (Winter 2020)  
 Grouping: None  
 Small Group Display: No

### Curlew Creek Elementary School

Math: Math K-12

| Grade (Winter 2020) | Growth Count† | Comparison Periods |      |            |             |      |            | Growth Evaluated Against |                    |                   |                                 |                                      |                       |                      |                        |  |  |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|--|
|                     |               | Fall 2019          |      |            | Winter 2020 |      |            | Growth                   |                    | Grade-Level Norms |                                 |                                      | Student Norms         |                      |                        |  |  |
|                     |               | Mean RIT           | SD   | Percentile | Mean RIT    | SD   | Percentile | Observed Growth          | Observed Growth SE | Projected Growth  | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |  |
| K                   | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      | **                    |                      |                        |  |  |
| 1                   | 83            | 163.3              | 13.0 | 71         | 171.0       | 14.8 | 70         | 8                        | 0.9                | 7.8               | -0.05                           | 48                                   | 83                    | 49                   | 59                     | 61   |  |
| 2                   | 79            | 179.0              | 13.1 | 75         | 185.8       | 13.0 | 74         | 7                        | 0.8                | 7.0               | -0.19                           | 43                                   | 79                    | 44                   | 56                     | 57   |  |
| 3                   | 99            | 192.9              | 10.2 | 77         | 199.7       | 9.2  | 80         | 7                        | 0.6                | 6.0               | 0.84                            | 80                                   | 99                    | 59                   | 60                     | 57   |  |
| 4                   | 96            | 205.1              | 9.9  | 80         | 210.1       | 10.0 | 79         | 5                        | 0.6                | 5.1               | -0.10                           | 46                                   | 96                    | 50                   | 52                     | 52   |  |
| 5                   | 94            | 218.9              | 12.6 | 91         | 222.3       | 13.5 | 88         | 3                        | 0.8                | 4.6               | -1.19                           | 12                                   | 94                    | 44                   | 47                     | 41   |  |

Math: Math K-12





# Student Growth Summary Report

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Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2019 - Winter 2020  
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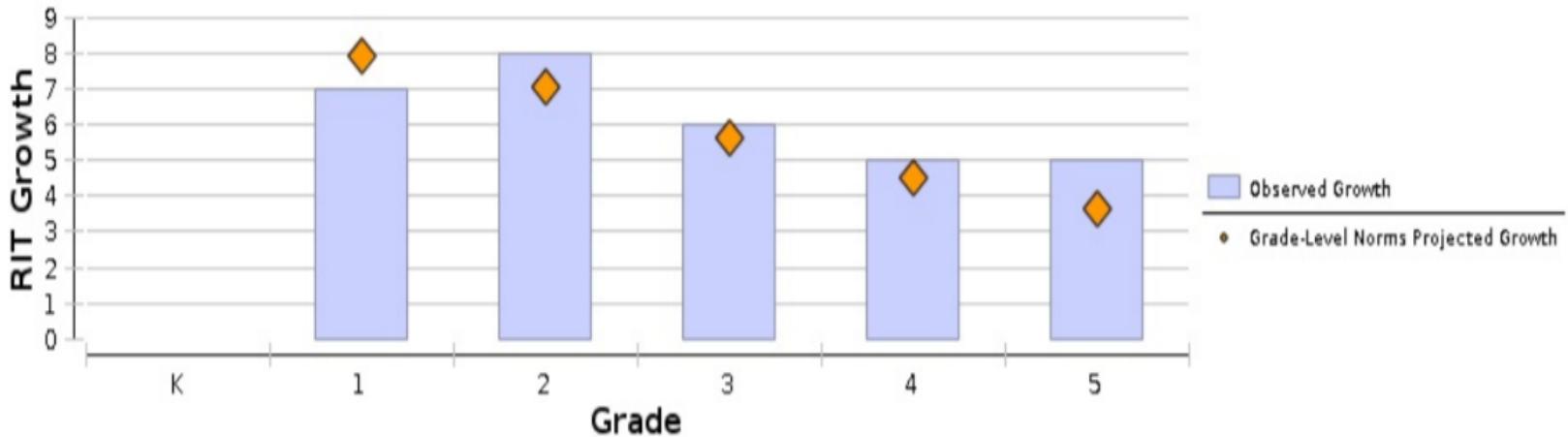
Grouping: None  
 Small Group Display: No

### Curlew Creek Elementary School

Language Arts: Reading

| Grade (Winter 2020) | Growth Count† | Comparison Periods |      |            |             |      |            | Growth Evaluated Against |                    |                   |                                 |                                      |                       |                      |                        |  |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
|                     |               | Fall 2019          |      |            | Winter 2020 |      |            | Growth                   |                    | Grade-Level Norms |                                 |                                      | Student Norms         |                      |                        |  |
|                     |               | Mean RIT           | SD   | Percentile | Mean RIT    | SD   | Percentile | Observed Growth          | Observed Growth SE | Projected Growth  | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| K                   | 0             | **                 |      |            | **          |      |            | **                       |                    |                   |                                 |                                      | **                    |                      |                        |  |
| 1                   | 86            | 162.0              | 12.4 | 87         | 168.9       | 12.9 | 82         | 7                        | 0.8                | 7.9               | -0.96                           | 17                                   | 86                    | 48                   | 56                     | 52   |
| 2                   | 82            | 177.4              | 15.0 | 78         | 185.7       | 15.2 | 83         | 8                        | 0.9                | 7.0               | 1.19                            | 88                                   | 82                    | 52                   | 63                     | 66   |
| 3                   | 99            | 193.6              | 14.1 | 83         | 199.7       | 12.8 | 85         | 6                        | 0.9                | 5.6               | 0.50                            | 69                                   | 99                    | 56                   | 57                     | 51   |
| 4                   | 97            | 202.5              | 13.6 | 79         | 207.2       | 11.6 | 80         | 5                        | 0.9                | 4.5               | 0.21                            | 58                                   | 97                    | 53                   | 55                     | 53   |
| 5                   | 94            | 208.6              | 13.2 | 72         | 213.5       | 11.3 | 78         | 5                        | 0.8                | 3.6               | 1.51                            | 93                                   | 94                    | 55                   | 59                     | 61   |

### Language Arts: Reading





# Next Meeting

## **November 13 – ELP**

- ✓ PTA Overview
- ✓ Student Services
- ✓ ELP (Extended Learning Programs)