



**Curlew Creek Elementary
School
SAC Meeting
Sep. 11, 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. SAC Overview – Michelle Golinski, SAC Chairman

III. Approve Slate of Officers – Michelle Golinski, SAC Chairman

IV. SAC Roles and Responsibilities Videos

V. SIP 2020-2021 Overview – Kathy Brickley, Principal

V. Open Agenda

VI. Adjourn 8:30

Overview of SAC

2125 - SCHOOL ADVISORY COUNCILS

The School Board establishes a School Advisory Council (SAC) in each District school to serve in an advisory capacity to the school principal and in the preparation and evaluation of the school improvement plan required pursuant to F.S. 1001.452.

The principal shall receive and consider SAC advice; however, the principal remains responsible for making decisions necessary for administering and supervising the school. The principal shall promote communication among students, staff, parents, and community.

The SAC is the sole body responsible for final school-level decision-making relating to school improvement and accountability statutes. SACs shall not assume any of the powers or duties now reserved by Florida statutes for the Board or its administrative or instructional staff.

Membership

Each council shall be composed of the principal and an appropriate balanced number of teachers, education support employees, students, parents, and other business and community citizens.

The SAC membership shall be representative of the ethnic, racial, and economic community served by the school. The term community shall refer to the geographic area served by the school. While the composition of the SAC shall represent the ethnic, racial, and economic community served by the school, there need not be a precise percentage or ratio of each ethnic, racial, and economic group within the community equal to the percentage of the general population served. The Board shall monitor and review the membership composition of SACs. Should the Board determine that the membership elected by the school is not representative, the Board shall appoint additional members to achieve proper representation.

A vacancy in any membership category, as defined by each individual SAC, may be filled utilizing the regular election/selection process. The principal will inform the Superintendent or designee in writing of any replacement members.

If not specified in the SAC bylaws, the principal shall determine the size of the SAC which is most functional for that particular school and which allows for all categories to be represented. Student representation shall be required for SACs established at career-technical centers and high schools and may be included for SACs serving middle schools. Elementary school SACs shall not include student representatives.

The principal is a member of the SAC not included in the above percentages. A majority of the members of each SAC must be persons who are not District employees

Nominations and Elections

Each principal is to facilitate a nomination and election process (including, but not limited to, peer nomination and self-nomination) to determine from within the school and community those individuals willing to make a commitment to participate on the SAC.

- A. The principal will inform the school community, including parents of upcoming students, that nominations to the SAC are invited. The principal may notify potential members by using a variety of written and oral communications. Schools should maximize recruiting efforts to be inclusive of the school community. Documentation of recruitment strategies should be kept.
- B. The invitation for nomination must clearly note the deadline, membership categories, and the process by which the vote shall be taken. The election process shall encourage the participation of each peer group.
- C. The following SAC members shall be elected by their respective peer group in a fair and equitable manner as set forth in the bylaws of the SAC:
 - 1. teacher(s) shall be elected by teachers;
 - 2. education support employee(s) shall be elected by education support employees;
 - 3. student(s), when appropriate, shall be elected by students; and,
 - 4. parent(s) shall be elected by parents.
- D. If these elections do not fulfill statutory requirements, the principal shall recommend additional members to provide proper representation.
- E. Documentation of the nomination and election process will be maintained at the school as a public record.

Duties

The SAC shall:

- A. perform such functions as may be prescribed by the Board;
- B. assist in the preparation, implementation, and evaluation of the school improvement plan required by Florida statutes; the plan shall address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other resource allocations as determined by the Board.
- C. promote communication among students, staff, parents, administration, and the community;
- D. assist in the preparation of the school's annual budget;
- E. request waivers of Board policies, Florida statutes, or State Board of Education rules which will allow the SAC plan to be implemented or school personnel to establish innovative educational practices and methods; and
- F. serve as a resource for the principal and perform such other functions as are requested by the principal.

Operational Procedures

Bylaws shall be established and adopted by members of the SAC.

A. The bylaws shall:

1. state the functions and governance of the SAC;
2. indicate the procedure for electing and appointing members as specified herein;
3. provide procedures for the removal of members for just cause including replacing any member who has two (2) unexcused consecutive absences from properly noticed meetings; A member's absence is considered unexcused if the member does not notify the school that they must be absent and, when contacted by the school, no valid reason is given for their absence. The final determination of an unexcused absence rests with the school's SAC.
4. state that when a vote is taken a quorum must be present; A majority of the SAC membership constitutes a quorum.
5. require three (3) days advance notice in writing to all members of the SAC of any matter scheduled to come before the SAC for a vote;
6. define the scope of and procedures for SAC involvement in assisting with budget preparation as specified herein;
7. establish procedures for recording minutes of SAC meetings; A record of these minutes shall be maintained at each school.

B. All meetings of the SAC shall be open, public, and advertised to the school community. Meetings shall be scheduled when all stakeholders can attend.

C. The Board may review all SAC bylaws



Approval of the School Improvement Plan

With the mutual approval of the principal and SAC, each school shall submit a new, amended, or continuation school improvement plan to the Board for approval.

Training and Development

The Board recognizes that training and development are important to SACs. Training and development shall be provided to local SACs and local SAC members shall be responsible for participating in such training.

F.S. 24.121(5), 1001.32(2), 1001.41, 1001.42, 1001.43, 1001.452, 1008.345

Proposed Slate of Officers

- * Chairperson: Michelle Golinski
- * Vice-Chairperson: Kimberly Frankie
- * Secretary: Melissa Solevilla
- * Parliamentarian: Susan Lavelly

School Update

Kathy Brickley
CCE Principal

New Staff Members

Jen Turnbough- Secretary/Bookkeeper

Danielle Zervios- 4th Grade Teacher

Cindy Young- 4th Grade Teacher

Cassandra Thomopoulos- Kindergarten Teacher

Mindi Unietis- Kindergarten Teacher

Shannon Whittemore- Speech/Language Pathologist

Emily Durden- Social Worker

Haleh Pinney- Itinerant Art Teacher (Tues)

Robert Albenzio- Plant Operations

SIP Overview

Kathy Brickley
CCE Principal



Curlew Creek Elementary 2020-2021 School Improvement Plan

ELA Goal: The percent of all students achieving ELA proficiency will increase from 69% to 74% as measured by the 2021 ELA FSA. Goal Manager: Michelle Brooks

Strategy: Engage students in immense amounts of reading, discussion, and writing with feedback.

Action Steps:

1. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.
2. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, EL supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.
3. Utilize ELA Champions to co-plan and co-facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, developing and applying foundational skills, and the shifts.
4. Deliver instruction in both reading and writing designed according to research-based principles. For example, the “gradual release of responsibility” model of teaching.

Math Goal: The percent of all third, fourth, and fifth grade students showing proficiency will increase from 74% to 78% as measured by the 2021 Math FSA. Goal Manager: Dawn Avolt

Strategy: Utilize multiple forms of assessment to inform instruction and allow students to represent and share their thinking in multiple ways. Use student work (i.e. unit pre-requisite checks) to guide analysis of student learning in grade level PLCs.

Action Steps


1. Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower mathematics teacher leaders to facilitate alongside administrators.
2. Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol. First semester this could be virtual learning walks.
3. Ensure that rigorous, student-centered instruction occurs daily through the use of Ready Classroom Mathematics, Dreambox Learning, Number Routines, and other standards-aligned resources (such as CPALMS, Open-Middle, Illustrative Mathematics, etc.). Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.

Science Goal: The percent of 5th grade students achieving science proficiency will increase from 74% to 77%, as measured by the 2021 SSA. Goal Manager: Jennifer Cocio

Strategy: Develop, implement and monitor a data driven 5th grade standards review plan using the GAP Diagnostic Assessment.

Action Steps

1. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
2. Have a priority focus on the 60 Power Words and other related vocabulary based on grade level standards. Use school-wide activities to support the Power Words, such as a question of the week on the morning news, and an interactive bulletin board.
3. Monitor for consistent effective instruction that promotes student-centered with rigor for all science instruction, and ensures adequate time allotted (20%) for the confirming the learning portion of the instructional model.
4. Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. Conduct cross grade level articulation PLCs each unit (Nature of Science, Earth, Life, Physical) to discuss science standards and grade level expectations.




Bridging the Gap (BTG) Goal: The percent of black students achieving proficiency on ELA FSA will increase from 25% to 50%, as measured by FSA 2021. Goal Manager: Sue Cehi

Strategy: Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Action Steps

1. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. This will be monitored through PLC discussions and classroom visits.
2. Implement Restorative Practices throughout the school. This will be monitored through PLC discussions and classroom visits.
3. Ensure interventions are in place and being implemented for black students who receive consent for ESE evaluation.




PBIS Goal: The number of referrals will decrease by the end of the 2020-21 school year. The number of students with repeated referrals will decrease by 50%.
Goal Manager: Erin Brunelle

Strategy: Ensure that the academic, social-emotional, and behavioral needs of each student are known and met.

Action Steps

1. Conduct consistent RP Circles.
2. Increase the number of teachers that are AVID CRT trained.
3. Conduct schoolwide PCS Tier 1 PBIS Walkthrough with RP elements.
4. Adjust our mentor program for our L25 behavior and academic students to accommodate traditional and online learning.
5. Develop a plan to support students who receive multiple referrals. Ensure student interventions are in place and are implemented with fidelity.



Attendance Goal: The percent of students missing more than 10% of school will decrease from 21% to 9% Goal Manager: Emilie Durden

Strategy: Increase awareness of the importance of attendance for staff and families, and utilize incentives.

Action Steps


1. Conduct monthly class celebrations for classes with the best attendance.
2. Give incentives for students with perfect attendance.
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
4. With our targeted population we will monitor, plan, and communicate with parents starting at the beginning of school.
5. Attendance conversations will be a part of all parent conferences.

Family and Community Engagement Goal: We will increase the percentage of families attending family engagement events from 30% to 50% in the 2020-2021 school year. This will include in person and virtual attendance. Goal Manager: Nichole Scalia

Strategy: Provide academic tools to families in support of their students' achievement.

Action Steps

1. Plan and deliver grade level specific curriculum nights to inform parents of school/class processes, curriculum expectations, assessments, and to provide parents with information and tools to support their child's education at home.
2. Participate in Parent Conferences (parent/teacher, student-led)
3. Plan and deliver content area specific family nights events (Family Literacy, Math, Science Olympiad) to provide parents with information and tools to support their child's education at home.
4. Plan and deliver events that build positive relationships with families.




Healthy Schools Goal: Our current level of performance is Silver level, as evidenced in the Alliance for a Healthier Generation Assessment. Our school will be eligible in 6 out of 6 modules for silver recognition by April 2020 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework. Goal Manager: Dina Wright

Strategy: We will continue to focus on the six healthy school modules.

Action Steps

1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.
2. Attend district-supported professional development.
3. Develop and Implement Healthy School Program Action Plan.
4. Update Healthy Schools Program Assessment and Apply for Recognition.



Gifted Goal: 82% or more of gifted students will score a level 4 or 5 in ELA on the 2020-21 FSA. 85% or more of gifted students will score a level 4 or 5 in Math on the 2020-21 FSA. Goal Manager: Deena Clendaniel

Strategy: Participation in Gifted E3 Project with cluster grouping.

Action Steps

1. Intentional cluster grouping of gifted learners in grades 3, 4 & 5.
2. Teachers earning gifted micro-credential and/or gifted endorsement
3. Teachers use “intentionality” when making curricular decisions and modifications that support gifted learners.
4. Strengthen staff practice to utilize questions to help students elaborate on content and engage students in complex tasks. Teachers will participate in the Depth and Complexity book study and implement new practices. Gifted staff developer will provide support to the teachers in the gifted cluster schools.



Next Meeting

October 9, 2020 – Subgroups

- ✓ PTA Overview
- ✓ SSO (School Security Officer) Introduction
- ✓ Exceptional Student Education
- ✓ English Learners
- ✓ Gifted Program