Curlew Creek Elementary School

2022-23 Schoolwide Improvement Plan

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Curlew Creek Elementary School

3030 CURLEW RD, Palm Harbor, FL 34684

http://www.curlew-es.pinellas.k12.fl.us

Demographics

Principal: Kathy Brickely

Start Date for this Principal: 6/15/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: A (63%) 2020-21: (67%) 2018-19: A (67%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Curlew Creek Elementary is to prepare students to be contributing members of society by fostering positive relationships while providing relevant, rigorous and engaging learning experiences.

Provide the school's vision statement.

Vision: 100% Student Success

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Brooks, Michelle	Teacher, K-12	
Brickley, Kathleen	Principal	
Cocio, Jennifer	Teacher, K-12	
Avolt, Dawn	Teacher, K-12	
Cehi, Mary Sue	Assistant Principal	
Brunelle, Erin	Teacher, K-12	

Demographic Information

Principal start date
Wednesday 6/15/2022, Kathy Brickely

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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
617

Total number of students enrolled at the school
0

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	85	98	92	84	93	90	0	0	0	0	0	0	0	542
Attendance below 90 percent	2	27	15	21	16	14	0	0	0	0	0	0	0	95
One or more suspensions	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	13	10	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	4	13	5	0	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	4	0	1	2	0	5	0	0	0	0	0	0	0	12

Using the table above, complete the table below with the number of students by current grade level who have 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	1	18	11	6	4	18	0	0	0	0	0	0	0	58

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	1	2	0	2	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 7/5/2022

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	62	90	84	87	83	105	0	0	0	0	0	0	0	511
Attendance below 90 percent	0	19	16	6	15	15	0	0	0	0	0	0	0	71
One or more suspensions	0	1	0	2	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	13	8	1	2	4	0	0	0	0	0	0	0	28
Course failure in Math	0	11	8	1	3	5	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	19	17	10	11	21	20	0	0	0	0	0	0	0	98

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	1	0	1	0	0	0	0	0	0	0	0	0	2

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	5	1	1	0	2	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	62	90	84	87	83	105	0	0	0	0	0	0	0	511
Attendance below 90 percent	0	19	16	6	15	15	0	0	0	0	0	0	0	71
One or more suspensions	0	1	0	2	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	13	8	1	2	4	0	0	0	0	0	0	0	28
Course failure in Math	0	11	8	1	3	5	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	19	17	10	11	21	20	0	0	0	0	0	0	0	98

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	1	0	1	0	0	0	0	0	0	0	0	0	2

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	5	1	1	0	2	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%			63%			67%	54%	57%
ELA Learning Gains	66%			65%			68%	59%	58%
ELA Lowest 25th Percentile	60%			43%			67%	54%	53%
Math Achievement	68%			67%			71%	61%	63%
Math Learning Gains	71%			83%			75%	61%	62%
Math Lowest 25th Percentile	49%			79%			48%	48%	51%
Science Achievement	65%			71%			71%	53%	53%

Grade Level Data Review - State Assessments
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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	56%	7%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	63%	56%	7%	58%	5%
Cohort Comparison		-63%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	83%	54%	29%	56%	27%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	62%	4%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	72%	64%	8%	64%	8%
Cohort Comparison		-66%				
05	2022					
	2019	85%	60%	25%	60%	25%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	74%	54%	20%	53%	21%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	37	33	29	41	27	17				
ELL	43	65		57	65						
BLK	41	64		53	82						
HSP	57	58	40	63	67	42	67				
MUL	55			45							
WHT	68	69	67	72	72	48	62				
FRL	51	64	60	51	63	50	56				

2021 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 2019-20	C & C Accel 2019-20
SWD	40			40							
ELL	26			37							
ASN	79			71							
BLK	60										
HSP	58	62		58	85		71				
MUL	47			60							
WHT	64	67	43	71	87	93	75				
FRL	55	54		56	70	70	57				
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	38	50	64	50	71	64					
ELL	38	53		48	59		55				
ASN	73			80							
HSP	48	76		55	59						
MUL	59	50		73	71						
WHT	71	69	67	75	78	58	74				
FRL	57	62	65	59	68	48	56				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
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	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	65
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall, Curlew Creek Elementary had a higher proficiency than the state and district in all subjects and grade levels, except Fourth Grade Math. In addition, Grades 3, 4, and 5 had a higher average proficiency in Math over ELA. In Math, Third Grade improved 10%, Fourth Grade declined 3%, and Fifth Grade declined 1% from 2021 to 2022. Looking at ELA, Third Grade improved 7%, Fourth Grade declined 4%, and Fifth Grade improved 2% from 2021 to 2022. In Science, Fifth Grade declined 3% from 2021 to 2022. Black student proficiency was 41% and ESE proficiency was 29%. These subgroups will be an area of focus at Curlew Creek Elementary.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2022 state assessments, the data components that demonstrated the greatest need for improvement are black student proficiency and ESE student proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that contributed to this need for improvement include a need for more focused attention with ESE teachers. With on 2 resource teachers to support these students this year, it was difficult to meet all of the needs of these students. Next year we will have 3 resource teachers, allowing them to focus on less students. Resource teachers will be working with 2 grade levels each and will utilize an inclusion model as well as a pull-out model when necessary.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off progress monitoring and 2022 state assessments, the data components that showed the most improvement are the positive proficiency jumps from 2021 to 2022 in Third Grade ELA and Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement in Third Grade included a focus on differentiation and small group instruction. The team of teachers collaborated collectively throughout the school year to plan, look at data, and support overall instruction.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning include a focus on differentiation and different levels of questioning. We will also be concentrating on the non-readiness levels of Kindergarten and First Grade students by putting a focus on the Science of Reading.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support teachers and leaders include trainers from the Gifted department and our in-house Gifted teacher providing resources for teachers. Some teachers will be trained in the Orton-Gillingham Multi-Sensory Approach to support primary students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented next year and beyond include an additional resource teacher to work with our ESE student population. Additionally, kindergarten and 1st grade students who are not ready for their grade level will be placed in a class that focuses on their needs, particularly reading. Teachers are being trained in Orton-Gillingham and will focus on foundational reading skills in an effort to get these student on grade level before moving on so that they are reading to learn, rather than learning to read. We hope that this program create a ripple effect resulting in few retentions and few students below grade level in the upper grades.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional practices specifically related to differentiation will focus on providing each student with instruction and support to meet their individual needs. On average, in ELA and Math combined 30% of students are performing below grade level in content based learning in ELA and Math as measured by MAP scores, and 22% were exceeding expectations. Students are not provided with consistent individualized opportunities to be successful. Our current level of performance in ELA as measured by the 2022 FSA is 67% proficiency. Our current level of performance in Math as measured by the 2022 FSA is 70% proficiency. Our current level of performance in Science as measured by the 2022 SSA is 68% proficiency. Our current black student proficiency is 42% in ELA as measured by the 2022 FSA. Our current black student proficiency is 67% in Math as measured by the 2022 FSA. Our current black student proficiency is 67% in Science as measured by the 2022 SSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency in ELA will increase from 64 to 80% as measured by progress monitoring data. Proficiency in Math will increase from 68 to 80% as measured by progress monitoring data. Proficiency in Science will increase from 65 to 75% as measured by SSA. Black student proficiency in ELA will increase from 41 to 50% as measured by progress monitoring data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be progressed monitored three times a year to assess proficiency in ELA, Math, and Science. A district diagnostic tool will be used at the beginning and mid-year points to plan instruction around gaps in standards mastery for science. Additionally, ongoing assessments such as unit assessments, teacher observation, formative assessments, and analysis of student work will inform instruction in all content areas.
Person responsible for monitoring outcome:	Kathleen Brickley (brickleyk@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	In order to maintain our focus on student differentiation Professional Learning Cummunities (PLC) will focus on analyzing student data and work. The PLC's will be centered around DuFour's PLC questions. 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	Instructional practices specifically related to differentiation will focus on providing each student with instruction and support to meet their individual needs.

**specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the
person responsible for monitoring each step.

Create a class for students who do not demonstrate readiness in Kindergarten and First grade. Teachers
will be trained and will implement Orten-Gillingham and The Science of Reading Methods in their
classrooms.

Person Responsible   Kathleen Brickley (brickleyk@pcsb.org)

Ensure instructional and environmental supports are in place for every student.

Person Responsible   Kathleen Brickley (brickleyk@pcsb.org)

Prioritize engaging students in immense amounts of reading, discussion and writing with feedback and
opportunities to use that feedback.

Person Responsible   Kathleen Brickley (brickleyk@pcsb.org)

Differentiate for all learners through adapting content, product, process, thinking skills, resources, and
demonstration of mastery.

Person Responsible   Kathleen Brickley (brickleyk@pcsb.org)

Strengthen teacher practice to utilize questioning strategies to encourage and enhance higher order
thinking.

Person Responsible   Kathleen Brickley (brickleyk@pcsb.org)

Participate in Project Bump Up, a teacher push-in mathematics differentiation model, to increase students'
engagement, motivation, and self-efficacy in mathematics. Gifted teacher will collaborate and co-teach
with grades 4 and 5 classroom teachers.

Person Responsible   Deena Clendaniel (clendanield@pcsb.org)

Cluster group gifted and talented students so that the process of engaging students in complex,
differentiated tasks occurs easily and frequently.

Person Responsible   Deena Clendaniel (clendanield@pcsb.org)

Teachers will be provided time for collaboration to focus on analyzing student data and work, planning for
differentiated instruction, observing in other classrooms, and working with instructional staff developers.

Person Responsible   Kathleen Brickley (brickleyk@pcsb.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Instructional practices specifically related to teaching foundational literacy and math skills to our students with disabilities will focus on providing each student with instruction and support to meet their individual needs. Our current level of performance of ESE students in ELA as measured by the 2022 FSA or FSAA is 25% proficiency. Our current level of performance of ESE students in Math as measured by the 2022 FSA or FSAA is 27% proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Proficiency in ELA for ESE students will increase from 27 to 50% as measured by progress monitoring data or the 2023 FSAA. Proficiency in Math for ESE students will increase from 29 to 50% as measured by progress monitoring data or the 2023 FSAA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring cycles will be used to assess proficiency in ELA and Math throughout the school year. Case managers will utilize ongoing assessments such as unit assessments, teacher observation, formative assessments, and analysis of student work to identify appropriate IEP goals and develop specially designed instruction for ESE students.
Person responsible for monitoring outcome:	Mary Sue Cehi (cehim@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Instruct students with disabilities in foundational skills necessary to engage in rigorous, grade-level content.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Instructional practices specifically related to foundational skills will focus on providing ESE students with instruction and support to meet their individual needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Case managers will identify student gaps in learning based on current assessment data.

Person Responsible	Mary Sue Cehi (cehim@pcsb.org)

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills.

Person Responsible	Mary Sue Cehi (cehim@pcsb.org)

Embed strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Person Responsible	Mary Sue Cehi (cehim@pcsb.org)

Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems or visual supports and other prompts to support student success.

Person Responsible   Mary Sue Cehi (cehim@pcsb.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Curlew Creek Elementary uses a multi-faceted approach to building a positive school culture and environment that includes a positive behavior support, use of Restorative Practices with an equity mindset, attendance monitoring and support, family engagement, and health initiatives.

As a PBIS Model School, Curlew Creek's schoolwide PBIS plan is integral to building a positive school culture and environment that is supportive and equitable. The PBIS plan is a 3-tiered plan that outlines specific Guidelines for Success as basic expectations for behavior at Curlew Creek.

PBIS at its core includes the following:
1. Identify the expected behaviors (Guidelines for Success),
2. Teach, model and practice what those behaviors look like, sound like, and feel like,
3. Specifically praise appropriate behavior with private or public acknowledgement, and
4. Measure outcome data to determine successes and barriers to reaching the desired goals.

Our agreed upon expected behaviors (Guidelines for Success) for Curlew Creek are:
Coyotes Own our Learning and Actions! We...
P - Put Safety First
A - Are Responsible
W - Wonder and Learn
S - Show Respect

Within each classroom, a detailed classroom management plan is created and agreed upon with the students. Teachers use the STOIC acronym to implement their classroom plans.

Structure your classroom.
Teach Expectations
Observe and supervise
Interact positively
Correct fluently

To reinforce behaviors and expectations, a positive reward system is in place that includes classroom and

schoolwide recognitions. Curlew Creek Elementary School will begin using PBIS Rewards to track and monitor student behavior and reinforcement of appropriate behaviors.

In conjunction with PBIS, Curlew Creek uses Restorative Practices and utilizes strategies to support equity to support students in developing positive relationships with adults and peers while using appropriate social skills. When harm has been done, students are asked:
What happened?
What were you thinking at the time?
What have you thought about since?
Who has been affected by what you have done?
What do you think you need to do to make things right?
Answers to these questions are used to support the student in repairing harm that they have caused to others.

Curlew Creek Elementary has a Child Study Team that meets bi-weekly to discuss and problem-solve barriers to student attendance. The school social worker works with families and the team to ensure adequate resources are provided to families in need and to alleviate struggles that are keeping students from attending school each day.

Curlew Creek's PTA and SAC support Curlew by engaging families in a variety of fun and educational activities throughout the school year, fostering a community-school atmosphere.

The Alliance for a Healthier Generation Healthy School Program recognizes Curlew Creek Elementary as a Silver Award School. Schools that receive a Healthier Generation Award meet or exceed best practice standards in areas related to the physical, mental, and social-emotional health of students, teachers, and school staff.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Parent Involvement includes the development of a school wide calendar of events. The parent involvement committee oversees parent requests for support and training. All planned activities 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. The Principal sends a weekly School Messenger call to families to keep them informed of important events. 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 diverse needs of the school community. Family involvement efforts 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 volunteer hours and encourages parent volunteers to come into the classroom to work with students in small groups.

A SAC agenda is developed for the year 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.

Teachers ensure that parents receive timely communication regarding their child's progress via daily planner, Focus Gradebook, mid-period reports, report cards and weekly or monthly newsletters. In addition, parent conferences are conducted in person or virtually depending on the preferences and needs of each family.

PTA and administration together make a 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.