

Pinellas County Schools

Curtis Fundamental Elementary



2022-23 Schoolwide Improvement Plan

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Curtis Fundamental Elementary

531 BELTREES ST, Dunedin, FL 34698

<http://www.curtis-es.pinellas.k12.fl.us>

Demographics

Principal: Richard Knight

Start Date for this Principal: 6/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	16%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: A (80%) 2020-21: (75%) 2018-19: A (79%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan 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 staff of Curtis Fundamental Elementary will partner with students, parents, and the community to create and maintain a quality and safe learning environment enabling each student to succeed.

Provide the school's vision statement.

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
Knight, Richard	Principal	Principal
DeWese, Maria	Curriculum Resource Teacher	Provide Curriculum support to staff.
Jolliffe, Heidi	Guidance Counselor	
McElveen, Susan	Teacher, K-12	Teacher, Grade 5
Brown, Carrie	Other	Teacher, Gifted Teacher, Gifted- All Grades

Demographic Information

Principal start date

Monday 6/20/2022, Richard Knight

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.*

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.*

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

536

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.

3

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	90	90	90	90	88	88	0	0	0	0	0	0	0	536
Attendance below 90 percent	18	6	8	11	12	7	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	4	8	2	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	7	1	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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

Wednesday 6/22/2022

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	90	90	90	90	88	88	0	0	0	0	0	0	0	536
Attendance below 90 percent	5	4	4	5	2	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

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

The number of students identified as retainees:

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

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	90	90	90	90	88	88	0	0	0	0	0	0	0	536
Attendance below 90 percent	5	4	4	5	2	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators 0 0 0 0 0 0 1 0 0 0 0 0 0 0 1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year 0 0 0 1 0 0 0 0 0 0 0 0 0 0 1

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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	84%			82%			82%	54%	57%
ELA Learning Gains	74%			63%			81%	59%	58%
ELA Lowest 25th Percentile	67%			67%			79%	54%	53%
Math Achievement	92%			88%			86%	61%	63%
Math Learning Gains	80%			83%			78%	61%	62%
Math Lowest 25th Percentile	77%			67%			67%	48%	51%
Science Achievement	86%			77%			78%	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	78%	56%	22%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	84%	56%	28%	58%	26%
Cohort Comparison		-78%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	84%	54%	30%	56%	28%
Cohort Comparison		-84%				

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	82%	62%	20%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	90%	64%	26%	64%	26%
Cohort Comparison		-82%				
05	2022					
	2019	88%	60%	28%	60%	28%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	54%	22%	53%	23%
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
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	56			67							
BLK	62			77							
HSP	83			78							
MUL	95			96							
WHT	81	52	57	88	85	71	79				

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
FRL	83			74			40				
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	53	80	70	58	40	36					
BLK	50			90							
HSP	74	90		78	60						
MUL	79			100							
WHT	84	80	79	86	77	64	79				
FRL	65	86		76	82		69				

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)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	

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	69
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	78
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	81
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	81
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	74
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?

Based on the 2021-2022 Winter to Spring MAP Scores:

Kindergarten ELA MAP scores showed a decrease from 97th %ile to 95th %ile

1st Grade ELA MAP scores showed a decrease from 96th %ile to 93rd %ile

2nd Grade ELA MAP scores showed a decrease from 96th %ile to 94th %ile

4th Grade ELA MAP scores showed a decrease from 90th %ile to 85th %ile

2021-2022 FSA ELA and Math Data

3rd Grade ELA scores decreased from 85% level 3 and above in 2020-2021 to 78% level 3 and above in 2021-2022 and 3rd grade math scores increased from 84% level 3 and above in 2020-2021 to 92% level 3 and above in 2021-2022.

4th Grade ELA scores decreased from 84% level 3 and above in 2020-2021 to 80% level 3 and above in 2021-2022 and 4th grade math scores decreased from 95% level 3 and above in 2020-2021 to 87% level 3 and above in 2021-2022.

5th Grade ELA scores increased from 78% level 3 and above in 2020-2021 to 92% level 3 and above in 2021-2022 and 5th grade math scores increased from 85% level 3 and above in 2020-2021 to 94% level 3 and above in 2021-2022.

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

Based on current FSA Scores for 3rd and 4th grade and Winter to Spring scores from MAP the greatest need for improvement is in ELA.

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

A portion of the decrease can be attributed to student absences due to COVID. We had 54 students miss 10% or more of the school year due to absences. A need to look at the curriculum and attend to the specific needs of students based on the 2021-2022 standards is another reason for the drop in scores. We will be implementing trainings for the entire staff throughout the school year related to the new BEST Standards. Teachers in grades K-2 will be continuing to analyze the data collected from the ELFAC and implement student specific needs. Grades 3-5 will receive new modules aligned to the new BEST Standards. DBQ's will be implemented in classes in grades 3-5.

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

5th Grade students showed an increase from the first Diagnostic Assessment in Science to the SSA Mock Assessment. Overall, students scores increased from 62% proficient to 72.2% proficient.

5th Grade ELA scores increased from 78% level 3 and above in 2020-2021 to 92% level 3 and above in 2021-2022 and 5th grade math scores increased from 85% level 3 and above in 2020-2021 to 94% level 3 and above in 2021-2022.

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

Teachers used the information from the diagnostic, iStation and Dreambox as well as classroom observations and district assessments to determine which standards had not yet been mastered. Teachers used GIMKIT, Nearpod, Padlets, Generation Genius, What's the Evidence Booklets and iStation assignments.

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

A focus on the new BEST Standards. Utilize information from our new testing protocols to drive instruction and create purposeful small groups in ELA.

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.

BEST Training will be provided during Pre-School training as well as throughout the year. Training will be focused on understanding and integrating the new standards as well as looking at how the standards link from grade level to grade level. Training will be provided by the principal and the Curriculum Specialist during Staff and Curriculum Meetings.

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

ESE students are clustered and VE support will be push-in. VE Teacher, Curriculum Specialist, Principal and Cluster Teacher have received and will continue to receive professional development on collaborative teaching to support ESE students.

Students who need additional support not identified as ESE will receive services based on their specific needs using ELFAC data.

Ongoing training and support regarding new BEST standards will continue this year and beyond.

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 ELA

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 FSA ELA 84% of 3rd, 4th and 5th grade students scored a Level 3 and above. 74% of our 4th and 5th grade students made learning gains and 67% of our lowest 25% in grades 4 and 5 made learning gains.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

87% of our 3rd, 4th and 5th grade students will meet or exceed grade level expectations on the 2023 Florida Statewide Assessment in ELA.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor student progress through district formative assessments and assess our goal based on the state wide ELA assessment(s).

Person responsible for monitoring outcome:

Richard Knight (knightri@pcsb.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Gain a deep understanding of the B.E.S.T ELA Standards as a non-negotiable for improving student outcomes.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

B.E.S.T. standards are new for the 2022-2023 school year in ELA. All staff will need to gain a better understanding of these standards for student success.

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.

- Become familiar with the vertical progression and standards design in order to understand what students are expected to master.
- Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Ongoing B.E.S.T. Training throughout the year during Staff/Curriculum Meetings, District Wide Trainings and after school trainings.

Implement collaborative instruction of B.E.S.T. standards related to digital and information literacy.

Person Responsible

Richard Knight (knightri@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 Math FSA 92% of our 3rd, 4th and 5th grade students scored a level 3 and above. 80% of our 4th and 5th grade students made learning gains and 77% of the lowest 25% in grades 4 and 5 made learning gains.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

93% of our 3rd, 4th and 5th grade students will meet or exceed grade level expectations on the 2023 Florida Statewide Assessment in ELA.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor student progress through district formative assessments and assess our goal based on the state wide Math assessment(s).

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Gain a deep understanding of the Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

B.E.S.T. standards are new for the 2022-2023 school year in Math. All staff will need to gain a better understanding of these standards for student success.

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.

- Teachers and administrators engage in Just-in-Time Content PD to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.
 - Teachers and administrators engage in Just-in-Time B.E.S.T. PD to become familiar with the design to understand what students are expected to master; including the progression of standards, coding scheme, MTR's and stages of fluency.
- Collaborative instruction of B.E.S.T. standards related to mathematics instruction (Makerspace with standards based challenges and activities).

Person Responsible

Richard Knight (knightri@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 Science SSA 86% of our 5th grade students scored a level 3 and above.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

87% of our 5th grade students will score a level 3 and above on the 2023 Science SSA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

District Science Diagnostic, Cycle Assessments and Science Formative Assessment will be used to monitor student progress.

Person responsible for monitoring outcome:

Richard Knight (knightri@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilize science curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Rationale for Evidence-based Strategy:

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

Materials provided allow for hands-on integration of instruction via inquiry, content and instruction.

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.

- Make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks.
- Ensure grades 1-5 have a deep understanding of the science lab curriculum, materials management, and pacing/scheduling.
- Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Person Responsible

Richard Knight (knightri@pcsb.org)

#4. 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.

Based on the 2022 FSA ELA 40% students identified as ESE in grades 3, 4 and 5 scored a level 3 and above.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

50% of students identified as ESE will meet or exceed expectations on the 2023 ELA Statewide Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor student progress through district formative assessments and assess our goal based on the state wide ELA assessment(s).

Person responsible for monitoring outcome:

Richard Knight (knightri@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.

Students need to master foundational skills in order to progress through the new B.E.S.T. standards in ELA.

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.

ESE students are clustered in each grade level.

VE Resource teacher will push in to all grade level cluster classrooms to provide evidence based instruction supporting grade level standards.

Schedule time for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.

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

Richard Knight (knightri@pcsb.org)

#5. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 FSA ELA 62% of African American students scored a level 3 and above in grades 3, 4 and 5.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

70% of our African American students will meet or exceed expectations on the 2023 ELA Statewide Assessment(s).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor student progress through district formative assessments and assess our goal based on the state wide ELA assessment(s).

Person responsible for monitoring outcome:

Richard Knight (knightri@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles.

Rationale for Evidence-based Strategy:

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

Providing African American students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark will help increase student achievement.

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.

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language 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.

Person Responsible

Richard Knight (knightri@pcsb.org)

#6. 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.

Based on the 2022 FSA ELA 77% students identified as gifted and talented scored a level 4 or 5 in grades 3, 4 and 5.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

80% of students identified as gifted and talented will score a level 4 or 5 in grades 3, 4 and 5 on the 2023 ELA Statewide Assessment

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor student progress through district formative assessments and assess our goal based on the state wide ELA assessment(s).

Person responsible for monitoring outcome:

Richard Knight (knightri@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Implement a Gifted Program to provides services that meet the needs of gifted students based on their Education Plans and The Florida Framework for Gifted Learners to ensure academic success.

Rationale for Evidence-based Strategy:

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

The 2021-2022 school year showed an increase in twice exceptional students and a need for social/emotional support for gifted students as identified through school counselor referrals, 504 data and parent/teacher communication.

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 support plan for gifted students who are struggling academically, behaviorally or emotionally
- Monitor the Gifted Program and provide support as needed
- Monitor testing data and trends for gifted learners

Person Responsible

Richard Knight (knightri@pcsb.org)

#7. Positive Culture and Environment specifically relating to Health and Wellness

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Promoting healthy habits at school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Curtis Fundamental Elementary School will work to improve the availability of physical activity breaks in the classrooms on the thriving schools integrated assessment by improving practices and programs to be able to answer fully in place to 7 out of 8 criteria.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

PE Department and Principal will monitor movement breaks throughout the school year in classrooms.

Person responsible for monitoring outcome:

Richard Knight (knightri@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Creating time throughout the school day in classrooms for students to have movement breaks.

Rationale for Evidence-based Strategy:

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

Brain-based research has shown that students who are given movement breaks throughout the day are better able to focus on academics as well as fostering positive healthy habits.

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.

PE Department will provide training to classroom teachers on movement breaks that can be done in classrooms.

Person Responsible

Richard Knight (knightri@pcsb.org)

#8. Positive Culture and Environment specifically relating to Community Involvement/Volunteering

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Partnership with families and the community are in integral part of creating a positive school climate and assuring academic achievement for students.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase and train the number of parents volunteering weekly, parents attending 3 in-person or virtual parent teacher conferences and working with families on attending PTA Meetings per Fundamental Policy.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Parent Volunteer data will be reviewed.
 Attendance will be taken at all PTA Meetings.
 Parent attendance at parent/teacher conferences will be documented.

Person responsible for monitoring outcome:

Richard Knight (knightri@pcsb.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Ensure parents and community partners are aware of a variety of opportunities for involvement before, during and after school to support student success.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increase the number of volunteer hours and build and retain business partnerships (when appropriate).

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.

- Training for families on volunteer procedures.
- Contact local businesses to partner with the school to provide volunteers and possible funding.
- Volunteer breakfast.
- Equity and family engagement.
- Resource/tools

Person Responsible

Richard Knight (knightri@pcsb.org)

No description entered

Person Responsible

[no one identified]

#9. Positive Culture and Environment specifically relating to Student Attendance

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>12% of our student population (62 students) missed 10% or more for the 2021-2022 school year.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Decrease the number of students missing 10% or more from 62 students to 40 students.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>CST will monitor absences at bi-weekly meetings.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Richard Knight (knightri@pcsb.org)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>CST will monitor absences at bi-weekly meetings.</p>
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p>	<p>Increase awareness of attendance and monitoring of student absences.</p>

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.

Review attendance policy with families at PTA Meetings. Meet with families that have students with more than 3 absences each grading period (unless absence was medically necessary) to discuss interventions to ameliorate barriers to attendance.

Person Responsible Richard Knight (knightri@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Not applicable

Grades 3-5: Instructional Practice specifically relating to Reading/ELA**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Not applicable

Grades 3-5: Measureable Outcome(s)**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Not applicable

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not applicable

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Not applicable

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Not applicable

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.

The foundation of the fundamental program includes strong relationships between school and home, and high expectations

Learning conditions that meet the needs of all students:

- Differentiated instruction in the classroom
- Tier 1, 2, and 3 interventions
- ESE providing modified instruction and accommodations
- 504 providing accommodations
- Gifted services

Student support from School Counselor, School Psychologist, Social Worker

Involvement of Parents as Stakeholders:

- 3 required parent conferences each year
- Required monthly PTA meetings (When appropriate)
- Volunteer opportunities (When appropriate)
- Participation in PTA, SAC, IAC (When appropriate)
- Surveys

Involvement of Community Members as Stakeholders:

- Community Business Partnership Program
- Participation in SAC
- Referrals to community agencies

Building a Positive School Culture and Environment with All Stakeholders:

- PBIS - with a focus on the lunchroom
- PAWS positive cafeteria program
- Monthly Open Court - families/community members invited (When appropriate)
- Friday lunches with families (When appropriate)

- Student Recognition - Open Court/CFN

- o academic/behavior successes

- o school/community achievements

- Positively Charged Kid (When appropriate)

- Terrific Kid

- Community Business Partners recognized on school marquee

- Great American Teach-In (When appropriate)

- Progressive Fundamental Discipline Plan

- School-wide Events (When appropriate)

- o Field Day
- o Variety Show
- o 5th Grade Graduation
- o Family Fun Night

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

Based on Fundamental Policies and Guidelines, all staff are involved in promoting positive culture and environment.