

Executive Summary of Curtis Fundamental Elementary School Improvement Plan for 2015-2016

Curtis Fundamental Elementary School has 536 students grades K-5, one administrator, 38 teachers, and 13 support staff members. The mission of Curtis Fundamental Elementary School is: The staff will partner with students, parents, and the community to create and maintain a quality and safe learning environment enabling each student to succeed.

To accomplish this mission, Curtis Fundamental has the following goals and strategies:

- 1) The percent of students scoring expectancy in literacy on the FSA will be at or above 95% (90% of the students met expectation or above on the 2014 FCAT-R). The students and staff will accomplish this by incorporating reading and writing into all content areas and by increasing the use of technology skills in literacy lessons. We will also incorporate HOT questions into lessons.
- 2) 80% of the students met expectation or exceeded expectation on the 2014 FCAT-M. 95% of the students will meet expectation on the FSA in Spring 2016. This will be accomplished by incorporating cPalms and MFAS to drive instruction in the classrooms.
- 3) To increase the number of students scoring a level 3 and above in science from 79% to 93% as measured by the Science FCAT for 2016. This will be accomplished by the use of the 5 E Science model in all grade levels, the use of SLAG in grades 3-5, and through professional development of all staff members.
- 4) Close the achievement gap between Black and non-black students to our AMO 2016 targets; Action Plan: a mentor program will be established (pairing support personnel with Black students who are struggling in either math or reading); the mentor will meet at least weekly with the student to develop a relationship around academic supports.

Core instructional and monitoring strategies also included in our action plans:

- providing in-class modeling and coaching with a district coach during instruction time;
- utilizing data to differentiate and scaffold instruction;
- using research-based strategies in core instruction
- using state assessments, rubrics, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress and to assess and inform instruction
- conducting data chats to support differentiation and learning gains;

The professional development efforts include the use of the literacy team to train and guide teachers in differentiating and scaffolding instruction and having Teachers meet in Professional Learning Communities (PLC's) to conduct data chats regularly to review student responses to tasks and plan for instruction based on data. Select teachers will attend professional development such as the Florida Council for Teachers of Mathematics, the Florida Gifted Association conference, and The Reading and Writing Project. They will share learnings with the staff following the attendance. A District math coach will work with the whole teaching staff to increase unit planning skills relative to Florida Standards.

Curtis Fundamental has a strong base of parental support. The expectations for volunteering on campus are high. There were over 7,000 hours of volunteering during the 2013-14 school year and over 6,500 during the 2014-15 school year. Parents are required to attend eight PTA

meetings a year and three parent/teacher conferences. Curtis maintained the 5 Star Award for volunteers for the 2014-15 school year and has a goal set to keep that 5 Star rating. Strategies to increase volunteering this year include updating the school website, increased use of School Messenger, use of a Curtis Facebook page, and Constant Contact, in addition to teacher and administrator emails for communication. Additionally a school newsletter is provided every month that highlights events at the school.

For more information about the Curtis Fundamental Elementary School Improvement Plan, please go to our website at www.curtis-es.pinellas.k12.fl.us