School Improvement Plan
2015-2016

Curtis Fundamental Elementary

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Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	School Information

School Name	Principal's First Name	Principal's Last Name
Curtis Fundamental Elementary	Pamela	Metz-Easley

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
George	LaBanca

SCHOOL VISION - What is your school's vision statement?

100% student success

SCHOOL MISSION - What is your 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.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school works with its teachers to explore different cultures present in the school environment. Information is researched and shared regarding each culture by the school staff. Our Principal's Multicultural Committee works together to make our community culturally competent.
1. Each year the PMAC organizes an exhibit of countries and cultures for the whole school to view; this is available for students to view during the school day and for parents at a monthly PTA meeting
2. Open Court is a tradition that is held each month that celebrates student accomplishments in the community ; students, teachers, parents and community members attend this
3. The school counselor teaches classroom guidance lessons which promote positive self concept and respect towards others in our school community

Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school has a School Crisis Plan, avenues for students to take who feel they need help. The school follows up on issues parents or students report in a timely fashion.
1. Classroom rules and expectations are highlighted throughout the year
2. Safety drills are conducted as required
3. Students and parents review and sign the Student Code of Conduct
4. Classroom guidance lessons also focus on conflict resolution, bullying, respect, and safety

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

The school utilizes the Positive Behavior Support system with school-wide expectations of students. Each classroom has its own systems in place to encourage respect in and among the school. Procedures are in place to deal with students who are not making good choices. Curtis is a fundamental school where parents, staff, and students sign and agree to behavioral expectations. Progressive discipline is incorporated into the fundamental program procedures and processes. Students can be dismissed from the fundamental program for not adhering to these procedures.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers are versed in the developmental levels of their students. A Kindergarten Transition meeting is held each May to help parents understand fundamental expectations and to encourage school readiness. A full time guidance counselor is available for individual and/or group needs which includes:
1. individual counseling
2. small group counseling on topics such as self esteem and organization
3. classroom guidance lessons are scheduled throughout the year
Additionally, a mentoring program has been established to address minority student needs in all grade levels.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**
SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?	

Add Member   Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
George	LaBanca	Parent
Amy	Loope	Parent
Mark	Kane	Parent
Xiang	Straley	Parent
Bre	Thompson	Community/Business
Marcy	Streicher	School support staff
Marilyn	Majer	Teacher
Kathi	Beckman	Community/Business
Pam	Metz-Easley	Principal
Yohannes	Ebba	Parent
Eda	Siebert	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

) The goal for literacy was performance on the FSA to be at or above 95% (90% of the students met expectation or above on the 2014 FCAT-R). The students and staff were to accomplish this by incorporating reading and writing into all content areas and by increasing the use of technology skills in literacy lessons. 82% of the students met expectation by midyear on the District assessments. Teachers received professional development in formative assessments but are wanting more training this year. The action plan to include keyboarding as an after school enrichment program did not materialize.

2) The goal for math was performance on the FSA to be at or above 90% (80% of the students met expectation or exceeded expectation on the 2014 FCAT-M).   of the students met expectation by midyear on the District common assessments. This was to be accomplished by incorporating cPalms and MFAS to drive instruction in the classrooms. Teachers have expressed desire for additional training in MFAS.

3) The goal for science was to increase the number of students scoring a level 3 and above from 76% to 80% as measured by the Science FCAT for 2015. This goal was met with 80%. This goal was to 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. Not all grade levels use the 5E science model consistently.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The budget for professional development from last year's SIP was $4500. This amount was provided between the SIP funds and the PTA at Curtis. 20% of the funds were not used (approximately $1000).

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The 2015-16 SAC contributed ideas and concepts to include in the SIP. They worked to finalize approval of the plan at their August meeting. SAC will be involved in any changes that are needed to remain in compliance with SIP writing and with updating any part of the Curtis 2015-16 SIP.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The activities of the council for the upcoming school year will be to continue to add student enrichment programs to the school. Key focus will be on correlating after school enrichment to the school curriculum to enhance student learning and to meet the needs that past data has shown is necessary. The council will set educational priorities at the beginning of the year, provide leadership, create business and community partnerships, approve the SIP, and measure the effectiveness of the school by surveys, feedback and discussions.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SIP funds will be used towards teacher professional development and student enrichment activities.

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ⦿ Yes   ◯ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Pamela	Metz-Easlsey	metz-easlesyp@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
EdS (Educational Specialist)	elementary education, exceptional education	15	5

Certifications (if applicable)
ESOL, Elementary Ed, Specific Learning Disabilities, Emotionally Handicapped, School Principal,

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

of instructional employees: 40

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   100

% certified infield, pursuant to Section 1012.2315(2), F.S.:   100

% ESOL endorsed: 50

% reading endorsed: 5

% with advanced degrees: 35

% National Board Certified: 5

% first-year teachers: 0

% with 1-5 years of experience: 8

% with 6-14 years of experience: 42

% with 15 or more years of experience: 50

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   0

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Contact with potential candidates for future jobs is maintained throughout the year by the principal and teachers. Some of these candidates are ones who interviewed for previous positions and are viable candidates for future employment.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each grade level has common planning time each day. Staff meetings once a month will incorporate community building activities this year. Classroom teachers will be expected to observe another teacher during instructional time to further professional development and to increase collaborative relationships.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Curtis will not have any new teachers to the school this year. However, the new teachers from last year (two) will continue to work with their mentor on an as needed basis. Mentors are assigned from the same grade level. District coaches in math and literacy will continue to provide additional assistance when available to the newest teachers at Curtis.

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

At the beginning of the 2015-2016 school year at our first staff meeting, the principal presented graphs using 3 years of longitudinal data to track the progress of our students. Afterwards, each table discussed where we have been, are going, and how we plan to get there.

Last school year the principal and counselor met with every grade level after each assessment cycle and reviewed student performance. An EXCEL spreadsheet was maintained of students who were in the lower quartile and the interventions in place for those students. Students were identified as Tier 1, 2, or 3 and tracked. This school year, we will take the work that has already been done and roll the students over while continuing to track their progress. During the 2015-2016 school year the classroom teacher and interventionist will be implementing Tier 2 and 3 interventions and monitoring their progress.

To continue monitoring our SIP and these students, as well as all of the students at Curtis Fundamental, data chat meetings will be held after each assessment cycle with each grade level. Students in math or reading needing additional support will be referred to the MTSS team for further discussion. If needed a gap analysis will be completed by the school psychologist to determine if Tier 3 interventions are needed.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member	Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Pam	Metz-Easley	Pricipal
Briony	Tomalesky	School Psychologist
Melinda	Watson	School Counselor
George	Sikalos	Curriculum Specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Systematic data review following each assessment cycle, MTSS, monitors interventions and progress, adhere to District time allocations for instruction, scientific research based materials for instruction which align to Florida State Standards, support staff as providers to assist classroom teachers.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

PMRN, FCRR, EDS, Performance Matters, FLDOE, FOCUS

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Staff meetings, individual team PLC's, individual teacher trainings on an as needed basis

PART I	CURRENT SCHOOL STATUS
Section F	Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Teachers follow the curriculum guides provided by the District and use materials suggested in those e guides to deliver instruction that is aligned with the Florida Standards. Core instructional programs are observed during administrative walk throughs and discussed at staff meetings, data chats, and team meetings.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers follow the curriculum guides provided by the District and use materials suggested in those e guides to deliver instruction that is aligned with the Florida Standards. Core instructional programs are observed during administrative walk throughs and discussed at staff meetings, data chats, and team meetings.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Tracking Student Progress

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

to increase student involvement and ultimately to increase achievement

Provide a description of the strategy below.

Students will track their progress in literacy, math, and science through the use of data graphs, journaling, and conferencing

How is data collected and analyzed to determine the effectiveness of this strategy?

scores on District and State assessments, teachers conferring, administrator observation

Who is/are the person(s) responsible for monitoring implementation of this strategy?

classroom teachers and administrator

INSTRUCTIONAL STRATEGY #2

Strategy Type

Use of learning goals and scales in literacy

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

for students to know where they are in the learning process of meeting the standards addressed in literacy and math

Provide a description of the strategy below.

Teachers will work with students to understand the learning goals and develop plans to assist student who have not reached the learning goals by the end of each literacy module

How is data collected and analyzed to determine the effectiveness of this strategy?

Student outcomes will be analyzed by grade level teams and administrators using data from various programs such as: iStation, running records, and module end assessments.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers and administrator

INSTRUCTIONAL STRATEGY #3

Strategy Type

Every teacher will use small group instruction.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

to differentiate instruction

Provide a description of the strategy below.

Teachers will use intervention time daily to work with small groups of students on skills needed

How is data collected and analyzed to determine the effectiveness of this strategy?

through the use of Performance Matters for viewing disaggregated data and results from district assessments

Who is/are the person(s) responsible for monitoring implementation of this strategy?

classroom teachers, administrator, curriculum specialist

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students in fifth grade transition into middle school. A majority of the students at Curtis Fundamental transition to Clearwater Fundamental. Parent orientations are held by the middle school to assist with an easy transition. The elementary school guidance counselor works with the middle school guidance counselors to ensure class placements are correct for students.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member	Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Linda	Moon	2nd grade teacher	moonl@pcsb.org
Brandy	Lathan	Kdgt. teacher	lathanb@pcsb.org
Jennifer	Neubauer	3rd grade teacher	neubauerj@pcsb.org
Tracy	Schroeder	4th grade teacher	schroedert@pcsb.org
Pamela	Metz-Easley	Principal	Metz-easleyp@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT will meet each month with the primary responsibility of planning ELA professional development for the staff.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Planning monthly staff development at staff meetings and the follow up trainings at PLCs, reviewing student data, and ensuring appropriate interventions and enrichment activities are progressing at Curtis. Based on staff survey results at the end of the 2014-15 school year, a continuation of work with scales and formative assessments will be a focus. Technology growth is also an interest of staff for professional development.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.8		20

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66.5		75

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
83		90

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
92		25

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75		80

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62.5		70

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		100

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	90.8		95
Black/African American	73.7		75
Hispanic	91.7		97
Asian	75		na
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	50		90
Economically Disadvantaged	76.5		85

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Through the use of researched-based instructional strategies, the 2015/2016 Reading FSA will show 95% of Curtis students meeting or exceeding grade level expectations in literacy.

Provide possible data sources to measure your reading goal.

FSA and District assessments

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
include vocabulary building activities in content areas	Just in Time literacy coach will work with grade level teams twice a year. Progress monitoring of this action will be done through monthly iStation assessments. Barrier: fidelity of use across and within grade levels
Action 2	**Plan to Implement Action 2**
classroom discussion techniques, including the use of HOTS questions, will be used throughout lessons in all classrooms	training for staff in classroom discussion techniques. Observation of classroom discussions will be done during formal and informal observations by administration. Barrier: differentiation of use and knowledge of this technique by staff
Action 3	**Plan to Implement Action 3**
implementation of technology through literacy	approximately 90 minutes of use on IStation in all literacy/ intervention classes each week Barrier: varied use across grade levels of implementation and time
Action 4	**Plan to Implement Action 4**
differentiation of instruction	intervention time and guided reading instruction will be used for differentiated instruction in all classes; PD on differentiation will be delivered to staff. Before and after school remedial programs will focus on primary grades.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69.3		80

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Instructional staff will integrate writing instruction throughout all subject areas. This increase in writing will improve writing scores on the 2015/2016 Writing FSA to reflect 80% (or higher) of students meeting or exceeding grade level expectations.

Provide possible data sources to measure your writing goal.

FSA , District Common Assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Students will journal in all subjects, including music, art, and p.e. Journals will be implemented as a vehicle to practice FL Standards	PLC work will include planning for and review of student journals. Teachers need to become comfortable with delivering writing instruction through writing process and through daily writing workshop
Action 2	**Plan to Implement Action 2**
Teachers will consistently confer with student in small groups	Just in Time coaches will include Marzano high yield strategies in their trainings at the school Teachers will receive training on writing conferences from colleagues who have attended summer writing camp
Action 3	**Plan to Implement Action 3**
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36.7		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
42.8		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69		

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	80.3		93
Black/African American	52.6		66
Hispanic	83.3		91
Asian	87.5		na
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	30		85
Economically Disadvantaged	61.8		78

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Instructional staff will incorporate the use of formative assessments during math instruction. This will help gauge the effectiveness of pedagogy and techniques used in the classroom, and result in 80% (or higher) of students meeting or exceeding grade level expectations on the 2015/2016 Math FSA.

Provide possible data sources to measure your mathematics goal.

FSA, District Common Assessments

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
teachers will use cPalms and MFAS to drive instruction	PD on cpalms and MFAS

Action 2	Plan to Implement Action 2
teachers will differentiate instruction	intervention time and workshop time will be used to differentiate instruction in all classes

Action 3	Plan to Implement Action 3
workshops will be held to assist parents with content	PTA will host a math night

Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.7	19	20

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53.4	60	83

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Instructional staff will participate in professional development to enhance their science pedagogy, including the use of the 5E workshop model and district created SLAGS. Improvement in these areas will result in 83% (or above) of students scoring level 3 or higher on the 2015/2016 Science FCAT.

Provide possible data sources to measure your science goal.

FCAT Science, 2016

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will participate in Just In Time trainings	A schedule for Just in Time trainings will be set up for each semester for all grade levels. Classroom teachers will attend training during common planning times
Action 2	**Plan to Implement Action 2**
Teachers will use the 5E lessons and SLAGS	Learning Specialist will share information on science trainings throughout the year to grade level teams; each classroom will dedicate one bulletin board display to the current science lesson
Action 3	**Plan to Implement Action 3**
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

The goal of the extended school STEM Academy is to provide Science, Technology, Art, Engineering, and Mathematics experiences for 4th and 5th grade students through hands-on, minds-on opportunities.

Students will document knowledge using reflective journals to reflect on experiences, experiments, and opportunities.   They will demonstrate their learning experiences at the STEM Academy Showcase.

Provide possible data sources to measure your STEM goal.

Science FCAT, 2016

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Provide opportunity to participate in STEM academies to all students in 4th & 5th grades	Applications will be sent in September with emphasis on reaching as many students as possible.
Action 2	Plan to Implement Action 2
Participate in county-wide STEM Academy Showcase	Create show board to be sent electronically or printed to encourage participation
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	1	0
Grade 1	0	2	0
Grade 2	0	3	0
Grade 3	0	0	0
Grade 4	0	2	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 5	0	1	0

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	3	0
Grade 5	0	3	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	1	0
Grade 5	0	0	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1	0
Grade 1	1	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4	1		
Grade 5	2		

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
reading	74		80
math	53		60

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

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. During the 2014-15 school year there were 6,555 hours of recorded hours of volunteering. Parents are required to attend eight PTA meetings a year and three parent/teacher conferences. Curtis maintained the 5 Star Award for volunteers during the 2014-15 school year.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Parents have access to the school website, Facebook, and Constant Contact in addition to teacher and administrator emails for communication. The principal uses School Messenger to communicate with parents and community. School Messenger is also used daily for parent contacts regarding absences and tardies. Additionally a school newsletter is provided every month that highlights events at the school.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

The school principal is a member of the Dunedin Chamber of Commerce Education Committee and attends Dunedin Schools' principal meetings with the City of Dunedin Commissioner every other month. The Dunedin Blue Jays and many other area businesses are partners with Curtis Fundamental. These businesses are invited to the monthly Open Court celebrations for recognition, where they often address the school community.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Curtis Fundamental will work toward Gold Level of recognition with the Alliance for a Healthier Generation	Bronze Level	Gold Level 4/5	Gold 5/5

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	
Topic, Focus, and Content	Instructional strategies in Literacy, Writing, Math, and Science
Facilitator or Leader	LLC, Administrator, District Coaches, State PD
Participants *(e.g., Professional Learning Community, grade level, school wide)*	all staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	monthly staff meetings and PLCs, PD Days
Strategies for Follow-Up and Monitoring	discussions, observation, and minutes will be used to monitor the effectiveness of the PD; a survey will be used to guide the PD and to determine effectiveness
Person Responsible for Monitoring	Administrator/LLC

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item	Delete Item

Budget Item Description	

Related Goal(s)	
Actions/Plans	to increase the use of high yield strategies in content areas
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	PD and evidence based materials
Description of Resources	attendance at FCTM, Marzano conference
Funding Source	SIP funds @ $5 per student and PTA budget funds
Amount Needed	$2,680.00

PART VI   MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal	Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier