



School Improvement Plan SY 2018-19

CURTIS FUNDAMENTAL ELEMENTARY

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



A. Vision and Direction

School Profile

Principal:	Richard F. Knight, Jr.	SAC Chair:	Sari Wood
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School Vision	100% Student Success
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School Mission	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.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
536	16	31	36	39	414	0

School Grade	2018: A	2017: A	2016: A	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	76	83	90	90	82	78						
Learning Gains All	56	75	70	87								
Learning Gains L25%	43	65	58	84								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Richard	Knight	FT	1-3 years
Equity Champion	Molly	Baird	FT	4-10 years
ESE	Heidi	Jolliffe	FT	4-10 years
Climate and Culture	Holly	Noordhoek	FT	11-20 years
Curriculum	Doris	Sundholm	FT	4-10 years
Teacher Leader	Jessica	Circle	FT	4-10 years
Teacher Leader	Ashley	Miller	FT	4-10 years
Teacher Leader	Dee	Arose	FT	11-20 years
Teacher Leader	Jennifer	Johnson	FT	4-10 years
Teacher Leader	Becky	Miklos	FT	11-20 years
Teacher Leader	Giovanna	Thomas	FT	4-10 years
Tech. Coordinator	Jacalyn	Keller	FT	1-3 years
Total Instructional Staff:	36		Total Support Staff:	15



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning, then the percent of all students achieving proficiency on the 2018-2019 ELA FSA will increase from 76% to 85%.

2. Priority 2: Culturally Relevant Teaching

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support culturally relevant teaching, then the percent of all students achieving proficiency on the 2018-2019 ELA FSA will increase from 76% to 85%.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor, then the percent of all students achieving proficiency on the 2018-2019 ELA FSA will increase from 76% to 85%.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT <i>(using MTSS Framework)</i>	All Priorities	<i>Monitor instructional implementation of grade-level standards to increase student FSA proficiency</i>	<ul style="list-style-type: none"> • Training • Setting expectations and providing supports from within the school (teacher leaders) 	Principal	Principal, Teacher Leaders, Learning Specialist, School Counselor	Mondays, Tuesdays at PLC's	<ul style="list-style-type: none"> • Lesson plans reviewed by principal monthly • focused walk-throughs by principal
2.	Tier 3 Problem-solving Team	Priority 1	Provide support for students needs identified as Tier 3	<ul style="list-style-type: none"> • Using data and observations by the teacher and team to determine a plan of action. 	Principal	Principal, School Counselor, Psychologist, Social Worker, VE Resource Teacher, Speech Pathologist,	Ongoing	<ul style="list-style-type: none"> • Meeting Agendas and notes



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
						Classroom Teacher		
3.	Equity Team	Priority 2	Provide support for CRT, SEL and RP	<ul style="list-style-type: none"> • Trainings by Equity team on RP team, CRT and SEL 	Principal, Joyce Rizzo, Molly Baird, RP Team	All staff	Monthly	<ul style="list-style-type: none"> • Agendas, Meeting Minutes
4.	Child Study Team	Priority 2	Increase student attendance	<ul style="list-style-type: none"> • CST team will meet to discuss students with attendance concerns and plan for student success 	Principal	Social Worker, DMT	Twice a month	<ul style="list-style-type: none"> • CST Meeting minutes
5.	Subject Area / Grade Level Leaders <i>(enter as many rows as needed)</i>	Priority 1	Ensure standards based planning across grade levels	<ul style="list-style-type: none"> • Pre-planning for PLC Agendas • Planning during Leadership Meetings 	Principal, Team Leaders, Learning Specialist	All Instructional Staff	Weekly	<ul style="list-style-type: none"> • PLC Minutes • Leadership Minutes
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Priority 3	Determine literacy needs throughout the school	<ul style="list-style-type: none"> • Meetings 	Principal	LLT	Monthly	<ul style="list-style-type: none"> • Meeting Minutes
7.	PBIS Team	Priority 2	Decrease the number of referrals and behavior warnings	<ul style="list-style-type: none"> • Use of RP and CRT 	Principal, School Counselor	All staff	Daily	<ul style="list-style-type: none"> • Decrease in behavior warnings and referrals.



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
8.	Family Engagement Team	Priority 3	Include all stakeholders in creating a school culture of continuous improvement.	<ul style="list-style-type: none">PTA Meetings	Principal, PTA president, Learning Specialist	All stakeholders	Monthly	<ul style="list-style-type: none">PTA Agendas



Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measurable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 5 referrals for the year. We expect our performance level to be 2 referrals by May 2019.
2. The problem/gap in behavior performance is occurring because of a lack of climate and culture in classrooms..
3. If Restorative Practices and SEL’s would occur, the problem would be reduced by 3 referrals, as evidenced by the number of referrals written. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by Discussing referrals and classroom warnings in SBLT meetings.

5. SMART GOAL:

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The number of all students receiving a referral will decrease from 5 to 2, as measured by the number of referrals written.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Richard Knight (principal) 	<ul style="list-style-type: none"> • June 5/6
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Joyce Rizzo 	<ul style="list-style-type: none"> • June/July
<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> • Richard Knight/Joyce Rizzo/RP Team 	<ul style="list-style-type: none"> • August
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • SBLT Team 	<ul style="list-style-type: none"> • Ongoing
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Richard Knight 	<ul style="list-style-type: none"> • Ongoing
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> • SBLT Team 	<ul style="list-style-type: none"> • Ongoing
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Leadership Team 	<ul style="list-style-type: none"> • OnGoing



8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices training	All	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 96.8%. We expect our performance level to be 97.5% by May 2019.
2. The problem/gap in attendance is occurring because there is a need for higher engagement and rigor in classrooms.
3. If rigor and high levels of engagement in classrooms would occur, the problem would be reduced by more students wanting to attend school.
4. We will analyze and review our data for effective implementation of our strategies by discussing attendance at CST meetings.

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing more than 10% of school will decrease from 3% to 2%, as measured by Attendance Data.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier I interventions to address and support the needs of students.
- Choose Attendance Strategy

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Richard Knight	Ongoing
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST	Ongoing (CST Meetings)
Develop and implement attendance incentive programs and competitions.	CST	August
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Richard Knight	September PTA Meeting
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Ongoing (CST Meetings)
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Heidi Jolliffe (School Counselor)	Ongoing
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Richard Knight, Debbie Flesch (DMT)	Daily

8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
CST will present information to all instructional staff on attendance policies and procedures.	Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 76% of students scoring level 3 and above, as evidenced in 2017-2018 FSA ELA.
2. We expect our performance level to be 85% by 2018-2019 FSA ELA.
3. The problem/gap is occurring because students are missing the depth of foundational reading skills.
4. If a higher focus on direct reading instruction would occur, the problem would be reduced by 9%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving ELA proficiency will increase from 76% to 85%, as measured by 2018-2019 FSA ELA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Data chats focused on subgroups of students	Principal	monthly
Use of open-ended tasks	Principal	September/October
Implementation of DBQ's in grades 3-5	Principal/Mrs. Johnson/Mrs. Sundholm	Ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Training with Lauren Hansell on using MAP Data from last year to create subgroups	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
DBQ training for 3-5 grade	3-5 grade teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Grade Level PLC's to discuss changes ELA Modules for focused planning	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 43% of L25 students scoring level 3 and above, as evidenced in 2017-2018 FSA ELA.
2. We expect our performance level to be 50% by 2018-2019 FSA ELA.
3. The problem/gap is occurring because students are missing the depth of foundational reading skills.
4. If a higher focus on direct reading instruction would occur, the problem would be reduced by 7%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students identified as L25 will increase from 43% to 50%, as measured by 2018-2019 FSA ELA.

6. STRATEGIES: *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use of iStation with fidelity with L25 students	Principal	Daily
Before and After School tutoring for identified L25 students	Principal	Weekly

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PD on iStation for new teachers	New teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 90%, as evidenced in 2017-2018 Math FSA.
2. We expect our performance level to be 92% meeting proficiency on the Math FSA by the end of the 2018-2019 school year.
3. The problem/gap is occurring because a need for increased rigor in math.
4. If an emphasis on rigorous questioning would occur, the success of students meeting proficiency would increase by 2%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving math proficiency will increase from 90% to 92%, as measured by 2018-2019 Math FSA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use of High Yield Routines daily	Principal/Doris Sundholm	Ongoing
Use more multi-entry questions	Principal	Ongoing
Grade 4 and 5 L25 students will use Dreambox as their intervention program	Principal	ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
4 th and 5 th Grade Teachers will attend Dreambox Training	All 4 th and 5 th grade teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Development videos on using multi-entry questions	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Training on Use of High Yield Routines during Staff Meeting	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 82% proficient, as evidenced in 2017-2018 Science Assessment.
2. We expect our performance level to be 90% by the end of the 2018-2019 school year .
3. The problem/gap is occurring because of a need for increased understanding of Nature of Science.
4. If an increase in instruction on the Nature of Science would occur, the students scoring proficiency on the Science Assessment will increase by 8%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of 5th grade students achieving science proficiency will increase from 82% to 92%, as measured by 2018-2019 Science Assessment.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increase usage of inquiry in science	Principal	Ongoing
Monitoring of Science Lab through walkthroughs and pre-post tests	Principal	Ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional Development on the Nature of Science by staff	Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Bronze, as evidenced in Healthy Schools Initiative.
2. We expect our performance level to be Gold Level Status by the end of the 2018-2019 school year.
3. The problem/gap is occurring because of a need for increased professional development for staff.
4. If an increase in professional development would occur, the school would achieve Gold Level Recognition for the 2018-2019 school year.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students participating in activities to increase healthy habits will increase from 80% to 90%, as measured by the Healthy Schools Assessment.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide professional Development for the staff in the areas of cafeteria, classroom, before school, after school and PTA related activities.	Julie Woodka, Susan Manley	Ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Training for Staff	All staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Cafeteria will have a healthy food service training	Cafeteria Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy Schools initiative training for parents at PTA Meeting	Parents/Families	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 43% of our L25 students scored a level 3 and above, as evidenced in the 2017-2018 FSA ELA.
2. We expect our performance level to be 67% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because of a need to increase students foundational reading skills.
4. If an increase in foundational reading instruction to our L25 students would occur, our students scores will increase by 24%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving Level 1 in ready will decrease from 15% to 8%, as measured by FSA.

The percent of all students identified as L25 will increase from 43% to 67%, as measured by 2018-2019 FSA ELA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Before and after school interventions for our L25 students	Principal	Ongoing
Focused instruction during intervention time	Team Leaders	Ongoing
LLI with fidelity	Principal	Ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
LLI refresher	LLI teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
MAP data training with Lauren Hansell on using the scaffolds to identify student gaps	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Jan Richardson small group intervention in K-2	K-2 teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 5 after school classes in grades 2-5, as evidenced in 2017-2018 STEM rosters.
2. We expect our performance level to be 6 after school STEM classes by 2018-2019 school year.
3. The problem/gap is occurring because lack of STEM classes.
4. If an increase in STEM classes would occur, the amount of students participating in our after-school STEM program would increase..

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM Academy activities will increase from 77% to 89%, as measured by school and district participation data.

The number of all students participating in our after school STEM programs will increase from 5 classes to 6 classes, as measured by 2018-2019 STEM rosters..

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Strengthen staff ability to engage students in complex tasks.
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Add one more STEM class to our STEM program	Principal	August

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
All STEM teachers attend PD on STEM after school programs as required by the district.	All STEM Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 35% of our black students scored a level 3 or above, as evidenced in 2017-2018 FSA ELA.
2. We expect our performance level to be 50% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because of a need for increased culturally relevant teaching strategies.
4. If an increase in usage of culturally relevant teaching strategies would occur, the problem would be reduced by 15%.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students scoring level 3 and above on the 2018-2019 FSA ELA will increase from 35% to 50%, as measured by 2018-2019 ELA FSA scores..

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> •
Student Achievement	<input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase FSA scores
Advanced Coursework	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. <input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Increase number of black students identified as "gifted". • Increase in black students participating in our Advanced Math class before/ after school
Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Decrease in the amount of behavior warnings and referrals written for black students
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Continue to monitor and increase our black students success.



Subgroup Goals

	<input type="checkbox"/> Choose Strategy	
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Increase in minority hiring.

7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

8. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use sub-group data to plan for instruction	Team Leaders/Principal	Ongoing

9. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practice/CRT training	All Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 31% of all ESE students scoring a level 3 or above, as evidenced in the 2017-2018 FSA ELA.
2. We expect our performance level to be 50% by the end of the 2018-2019 school year.
3. The problem is occurring because a gap in students' foundational skills in ELAI.
4. If an increased focus on foundational skills in ELA for our ESE students would occur, the problem would be reduced by 19%.

5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students scoring a level 3 or above on the 2018-2019 FSA ELA will increase from 31% to 50%, as measured by the 2018-2019 FSA ELA.

6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

- Choose Strategy
 Choose Strategy

1. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use data to identify subgroups and create a plan to support ESE students	Principal	Ongoing

2. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

3. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Lauren Hansell training to use MAP data to create a plan using MAP Scaffolds to frame individualized plans for ESE students in the LRE.		<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



D. Gender (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 77% of our Female students scoring a level 3 or above , as evidenced in 2017-2018 FSA Math .
2. We expect our performance level to be 85% by the end of the 2018-2019 school year.
3. The problem/gap is occurring because of a need of increased implementation of CRT strategies.
4. If an increase in CRT strategies would occur, the problem would be reduced by 8%.

5. SMART GOALS:

EXAMPLE: The percent of male students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of female students scoring a level 3 or above on the 2018-2019 FSA Math in grades three, four and five will increase from 77% to 85%, as measured by the 2018-2019 FSA Math.

- 6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gender learners and are in addition to the strategies and actions*

- Teachers utilize culturally relevant teaching.
- Choose Strategy
- Choose Strategy

- 7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Pre-School training on RP and CRT strategies	RP Team	August/Ongoing

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

- 9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
RP and CRT training in increasing awareness of strategies to use with female students in math.	All instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 92%, as evidenced in 2017-2018 FSA ELA.
2. We expect our performance level to be 95% by 2018-2019.
3. The problem/gap is occurring because a need for increased communication between classroom teachers and gifted instructors.
4. If an increase in communication based on students success on standards in ELA would occur, the problem would be reduced by 3%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The number of gifted students scoring a level 5 on the 2018-2019 FSA ELA will increase from 92% to 95%, as measured by the 2018-2019 FSA ELA.

- 6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)*
- Strengthen staff ability to engage students in complex tasks.
 - Strengthen staff practice to utilize questions to help students elaborate on content.
 - Enhance staff capacity to support students through purposeful activation and transfer strategies.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Include gifted teachers in PLC's and data chats.	Principal	Weekly
Increase rigor in gifted classes as it pertains to general education classroom strategies/standards.	Principal	Ongoing

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Lauren Hansell training to identify needs of subgroups.	All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Gifted Micro-Credentialing	Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Weekly classroom newsletters, monthly school newsletter, Parents and teachers are required to have a minimum of 3 parent conferences a year to discuss student progress 	<ul style="list-style-type: none"> Principal, classroom teachers 	<ul style="list-style-type: none"> Ongoing throughout the school year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Curtis has monthly PTA Meetings that provide information for families to support their students at home 	<ul style="list-style-type: none"> Principal, teachers 	<ul style="list-style-type: none"> Monthly
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Conduct Parent (SAC) Climate Survey at mid-point of school year 	<ul style="list-style-type: none"> Principal, SAC Committee 	<ul style="list-style-type: none"> February
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Monthly PTA Meetings (required attendance by all staff and families) 	<ul style="list-style-type: none"> PTA President, Principal 	<ul style="list-style-type: none"> Monthly

5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly PTA Meetings	All staff and families	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Have staff members attend district trainings that support family and community engagement such as Family Friendly Schools, Collaborating for Success: High Impact Classroom Family Engagement, Dual Capacity Family Engagement Team Training	3 staff members	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Richard	Knight	White	Principal
Holly	Wintermeier	White	Support Employee
Sari	Wood	White	Parent
Giovanni	Thomas	Black	Teacher
Becky	Albert	White	Parent
Lindsay	Churchill	White	Parent
Jenny	Ledward	White	Parent
Amy	Loope	White	Parent
Ainsley	Nobara	White	Parent
Lindsey	Vilk	Asian	Parent
Cynthia	Weclaw	White	Parent
Olivia	Wilson	Hispanic	Business/Community
Aaron	Lucas	White	Business/Community
Barbara	Gurian	Select	Choose an item.

SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes, Committee Approval Date: Click or tap to enter a date. No



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource. *Budgeted amounts are approximations.*

Budget Categories		Amount
1.	Academic Support	\$ \$2278.00
1	iReady site license to support students during before and after school interventions in Reading and Mathematics.	\$2278.00
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ 2,278.00		