

WELCOME TO
change



School Improvement Plan 2016-17

Curlew Creek Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





School Profile

Principal: Kathy Brickley	SAC Chair: Bob Cliff
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School Vision	100% Student Success
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School Mission	The mission of Curlew Creek Elementary is to prepare each student for Middle School, High School, College, Career and Life by fostering positive relationships while providing rigorous and engaging learning experiences.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	4.3%	2.4%	13.9%	5.1%	74.2%	.2%

School Grade	2016: Select	2015: A	2014: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	64	65	74	73	61	75						
Learning Gains All	60		56									
Learning Gains L25%	64		41									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kathy	Brickley	FT	1-3 years
Asst Principal	Sharon	Wilson	FT	1-3 years
Counselor	Dee	James	FT	1-3 years
Teacher Leader	Kristin	Sponaugle	FT	1-3 years
Teacher Leader	Mary Lea	Ayer	FT	4-10 years
Teacher Leader	Beth	Keller	FT	Less than 1 year
Teacher Leader	Michelle	Zajac	FT	4-10 years
Teacher Leader	Kristina	Wentworth	FT	11-20 years
Teacher Leader	Kelsi	Dickinson	FT	1-3 years
Teacher Leader	Olivia	Beattie	FT	1-3 years
Teacher Leader	Nancy	Ibrahim	FT	1-3 years
Teacher Leader	Sarah	Magsakay	FT	4-10 years
Total Instructional Staff: 9		Total Support Staff: 1		



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Our guidelines for success are being safe, respectful, and responsible. Our PBIS includes our Commitment to Character Award ceremonies, our cafeteria’s Coyote Café, and coyote ticket prize drawings. We hold a school-wide assembly at the beginning of each school year to explain our expectations for providing a safe, secure and healthy learning environment as well as the C2C, coyote tickets, and coyote café incentive programs. All individual classroom management plans are required to align with our SWBP and are reviewed by our Principal and Asst. Principal. Each morning, one of our administrators presents SWBP information on our student news to reinforce its importance at Curlew Creek Elementary. Additionally, the school-wide behavior plan is reinforced during the year through lesson plans, classroom guidance lessons, classroom walkthroughs, staff and student interviews, and PLC learning opportunities to help teachers reinforce school expectations and manage behaviors in the classroom.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Teachers are required to post the guidelines for success in their classroom and these are regularly reviewed with the students. The guidelines for success are also posted in common areas throughout the school. All individual classroom management plans are required to align with our SWBP and are reviewed by our Principal and Asst. Principal. Each morning, one of our administrators presents SWBP information on our student news to reinforce its importance at Curlew Creek Elementary. Additionally, the school-wide behavior plan is reinforced during the year through lesson plans, classroom guidance lessons, classroom walkthroughs, staff and student interviews, and PLC learning opportunities to help teachers reinforce school expectations and manage behaviors in the classroom. To ensure equitability in handling student behavior, we have a menu for effectively responding to classroom misbehavior and a disciplinary flowchart that teachers are required to follow. This includes a 3-level system of disciplinary infractions. The initial faculty meeting of the school year provided a training session on our level system of behaviors. All classroom management systems ensure equitability.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

As aligned with the District Initiative of MTSS, Curlew Creek Elementary is designed in a 3-Tiered model of support or intervention to facilitate student success: Tier1/Core, Tier 2/Supplemental and Tier 3/Intensive. The following is a description of this model:

Tier 1/ Core processes are used on a school-wide basis for all students. This Tier is considered “Core” because all students are exposed in the same way, and at the same level, to the intervention. Core strategies include, but are not limited to, using effective teaching practices and curricula, explicitly teaching behavior that is acceptable within the school environment, focusing on ecological arrangement and systems within the school, consistent use of pre-correction procedures, using active supervision of common areas and creating reinforcement systems that are used on a school-wide basis. At Tier 1, all students receive the

foundation of School Wide Expectations and Rules, Character Education, Coyote Tickets are awarded for positive behavior in common areas, progress monitoring, school/home communication and a structured classroom behavior management plan for addressing problem behavior are also in place.

Tier 2 /Supplemental interventions involve students who do not respond to the Tier 1 or Core strategies and are at risk for academic failure or behavior problems but are not in need of intensive individual supports. At Tier 2, students continue to receive all the supports provided at Tier 1 plus additional or supplemental supports to facilitate success. Interventions at the Tier 2 level often are delivered in smaller groups to maximize time and effort and should be developed with the unique needs of the students within the group. Examples of these interventions include small group instruction, classroom setting with increased staff support, social support such as pull out groups for social skills training (e.g., explicit instruction in skill deficit areas, friendship clubs, anger management group, Girlfriends group,) or academic support (i.e., use of research-based intervention programs and tutoring).

Tier 3 /Intensive interventions focus on students who display persistent patterns of disciplinary problems or academic deficiencies who have not responded to Tier 1 or Tier 2 interventions. Tier 3 interventions are intensive and individualized and are the most comprehensive and complex. The interventions within this tier are based on the concept that the complexity and intensity of the intervention plan directly reflects the complexity and intensity of the behaviors. Students within Tier 3 continue involvement in Tier 1 and Tier 2 intervention programs and receive additional supports as well. These supports could include the use of specific prevention strategies, a de-escalation plan for the student, individual counseling, specialized classroom environment/setting or curriculum, specialized reinforcement system and/or modifications to the school-wide behavior plan. A Functional Behavioral Assessment/Positive Behavior Intervention Plan (FBA/PBIP) may be developed and implemented. Although comprehensive services are important for all students, a critical aspect of the three-tiered model is the identification of students who are not responding positively to interventions and to implement strategies to facilitate success.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

SBLT meets weekly and monitors Early Warning Systems. Our school facilitates the Pack-a-Snack program for students who require access to food on the weekends. These students are referred to the School Counselor by staff and families. Information regarding this program is distributed to all teachers periodically and to families via our school newsletters. Attendance reports are often utilized to indicate the socioeconomic needs of some of our students. These students are identified by our Child Study Team and steps to address their needs are identified. Tier 2 social and emotional interventions are provided by our School Counselor through guidance lessons, small group counseling, and individual counseling services by request or as-needed.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Weekly data chats through grade level PLCs are held to review and monitor student progress using, SAT 10, FSA, and Common Assessment scores. This data is also discussed at our weekly SBLT meetings. SBLT meets weekly to address and monitor school-wide learning gains, discuss school-wide concerns, and plan for preventative and intervention steps that can be taken to ensure that all students' needs are met. We also look at attendance data that is recorded in FOCUS. Annual vision and hearing screenings are used to provide referrals to students who may have limited abilities in these areas. Our ESE team also provides speech/language data for our review.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Curlew Creek Elementary School ensures all staff members have high expectations for the success of all students by providing rigorous and equitable learning opportunities through core instructional programs and materials, as well as enrichment activities and clubs with extended learning opportunities. Instructional programs are aligned to Florida Standards and teachers implement the District's modules for Math, Science and ELA. Administrators conduct walk-throughs and review lesson plans to ensure the Florida Standards are embedded in all core instructional programs that follow the district's pacing guide. We have a site-based mentoring program. New teachers are paired with mentors based on who is Mentor or Clinical Education trained. Pairings were also determined to optimize accessibility of schedules and levels of support. Pairs are encouraged to meet weekly (at a minimum) and more often as needed. Additionally, monthly meetings with the principal are scheduled for new teachers. These meetings build support, comfort, and improve communication with culture, curriculum, and procedures. Additionally, all instructional staff complete a Deliberate Practice Plan to set goals, identify focused practice and professional development, and how their progress will be monitored. All teachers work with Just-In-Time Instructional Coaches to obtain on-the-job professional development in research-based strategies and to support district curriculum and initiatives. Instructional staff will also engage in ongoing professional development through weekly school-based curriculum meetings focused around AVID and the Instructional Elements of the Marzano Framework.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Our desired outcome is to improve the school culture and climate by involving administration, faculty, staff, students and their families to reduce the total number of referrals from 55 during the 2015-2016 school year, to a total of 40 for the 2016-2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> Teachers will be trained in the use of the leveled PBS intervention program (Behavior Response Menu, disciplinary flowchart, Level 2 intervention form, and level 3 referral form). Teachers will develop and implement classroom management plans. PBS team and SBLT will monitor and share monthly discipline data. Data will be reviewed by grade, by gender, ethnicity, and black/non-black. Plans will be developed to support a reduction of referrals for specific students. 	Positive behavior committee, teachers, administration
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce the learning gap between black and non-black students from 40% to 20% as measured between the 2015-2016 ELA FSA and the 2016-2017 ELA FSA.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> SBLT will analyze sub group data and plan for support. Provide instruction that includes student conversation, emphasizes vocabulary and ensures students are moving towards independence. Strive to provide mentors to struggling black students Engage students in lessons using movement, visual cues and tactile experiences so that all learning styles and modalities can be met. <p>Black students will be prioritized for participation in remediation, enrichment, PMAC, Girlfriends Club, extracurricular activities, and family involvement programs</p>	Administration, SBLT, PBS and teachers

Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal: Implement a research based bully prevention program	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Research bully prevention education programs; provide staff and student training	Administration, guidance counselor



Standards-Based Instruction for Learning

Connections: District Strategic Plan ● Goals 1,2,4,5
Marzano Leadership ● Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Teachers use a variety of district resources to ensure the alignment to the Florida Standards. Site based professional development (coaches, lead teachers and learning specialist) district wide training provides on-going professional development for faculty to ensure the alignment of instruction to standards. Administrative walk-throughs provide feedback to teachers and help ensure that the standards, academic rigor and student engagement are being addressed. The school ensures a guaranteed and viable curriculum by having published curriculum maps at each grade level, plus a curriculum expectations book that outlines the Florida Standards, assessments, assignments, grading scales and exemplar work. Successes include school- wide use of learning goals and scales based on rigorous standards as seen in classrooms being used by both students and teachers.

Marzano observation building reports data indicates the high frequency of student engagement /academic rigor on the rise during classroom observations.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Differentiation of instruction is an area of need for improvement. Teachers should be able to provide in their lesson plans examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient data used to determine this improvement was planbook.com reviewing teacher lesson plans and informal/formal teacher observations.

In additional another key need for improvement is having Hourlies in extended learning utilized to provide additional support and enrichment for students with Intervention strategies and materials aligned and consistent with the classroom teacher and professional development. Monthly Progress monitoring data should be consistent in order to see true growth. Regular administrative walk-through data

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

FSA, FCAT Science, SAT 10, and progress monitoring data is used to identify struggling students prior to the opening of school. Learning Goals and scales are used to describe expected levels of performance and the formative assessment tools and questions that allow students to demonstrate mastery. Teachers guide students in tracking their own progress and constantly monitor growth to ensure that all levels of cognitive complexity are covered within each unit. All students receive core instruction, differentiation is conducted based on formative assessment data.

Running Records, ELA assessments, daily checks for understanding, teacher observations are also ways to measure learning and inform instruction.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Kindergarten teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Parents will gain knowledge about what a typical day and year is like for Kindergarten students during our annual Kindergarten Round up.
 Teachers are available for families to help prepare students academically for the upcoming year during the back to school events K-5 and parent conference nights.
 Our 5th graders have an opportunity to learn about middle school expectations and opportunities at our annual middle school transition event which is organized by our school counselor.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Utilizing rigorous learning goals and performance scales.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administrative walk-throughs with feedback on the implementation of the use of goals and scales. Student data used to determine if student are comfortable with addressing where they are on the scale and explaining why.	Classroom teachers Administration
Instructional Strategy 2	
Small group instruction for differentiation before, during and after school.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected by using running records and formative assessment to determine where students need intensive instruction. The data collected will determine if students are making progress. Students will be progress monitored and accelerated based on data. This will serve to accelerate students that are Level 1 or 2 FSA, interim assessments and Stanine 1-3 on Sat 10. Additionally, data will be examined to identify level 4 Students for enrichment in order to accelerate them to a level 5.	Classroom Teachers, Intervention Teachers, SBLT team, Administration
Instructional Strategy 3	
Helping increase student engagement by using effective engagement strategies enacted on the spot.- Marzano framework- DQ 5	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected during IPI, ISM, and administrative walk-throughs, and will be analyzed during SBLT.	Classroom Teachers, Administration



Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Professional Learning Communities - Meet in Professional Learning Communities (PLCs)/conduct data chats regularly to review student responses to tasks and plan for instruction based on data. In addition to scheduling cross vertical articulation meetings at least 3 times during the school year.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teacher collaboration is considered a strength in Marzano leadership Domains 2 & 4. The school’s Master schedule provides daily planning for all instructional teams K-5 and specialist to conduct PLCs and data chats. Administrators are able to also plan time to collaborate with teams weekly.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The focus areas for teacher professional development have been Mathematics and Reading. Monthly progress monitoring, Module assessment data, Sat 10 scores and student promotion data has shown positive indicators for teacher effectiveness and student learning. Our next steps are to increase academic rigor moving students from less guided /teacher lead instruction to organizing students for cognitively complex tasks. In addition to working on strategies for differentiation of instruction to meet the needs of diverse learners.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Marzano Key Instructional Elements	Pre- school- on going	Instructional –Non Instructional staff	Increased understanding of the teacher evaluation model for the desired effect for student learning.
Jan Richardson’s Guided Reading	Summer – April 2017	Classroom teachers	GR will be implemented with fidelity school-wide during ELA and reading intervention blocks. Tier 2 reading data will show a positive trend.
Content Areas	Summer 2016 - April 2017	Instructional Staff	Teachers will increase content

			knowledge to improve their instructional practice.
Number Talks	Summer 2016- April 2017	Instructional Staff	Teachers will increase their content knowledge and implement Number Talks in their classrooms.
Just In Time ELA, Math and Science	September 2016- April 2017	Instructional Staff	Teachers will increase their content knowledge and implement high yield strategies



Family and Community Engagement

Connections: **District Strategic Plan** ● Goals 1,3,6,7
Marzano Leadership ● Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Working parents are encouraged to help through home/school activities. Teachers communicate needs on a weekly basis and the school provides on-going communication through newsletter, site-based website, revised agenda books, conferences, marquee updates, PTA/SAC opportunities, in addition to Portal, phone contact and e-mail. Volunteer information goes home in each school newsletter and a breakfast honoring volunteers is held at the end of each school year. Also our goal is to recruit mentors for targeted students.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Parent Involvement includes the development of a school wide calendar of events. The formation of a parent involvement committee was formed to oversee parent training needs. All activities will have an academic focus for families. These activities include but are not limited to science fair night, cozy up and read, and math night. A monthly school newsletter is available to all families on the school/ PTA websites. Teachers also communicate on a daily basis in student planners. Teachers communicate data/testing information after each testing cycle and through parent conferences. Teachers are also available by email or phone. Curlew Creek strives to meet the varied needs of our school community. Family Involvement

efforts will include family events during school hours and evenings which include student led conferences as well as science, math, and literacy events. Curlew Creek keeps track of our volunteer hours and encourages parent volunteers to come into the classroom to work with students in small groups. All Pro Dad encourages parent participation in their child’s educational experience.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Identify and increase the parental involvement of students not meeting AMOs.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide opportunities to increase student participation during school events and meetings including SAC/PTA. (Art showcase, Grade level showcase). Look into flexible meeting times.	Family community Liaison Administration SAC /PTA
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Develop new Community Recruitment strategies	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The FCL will write recruitment letters to old /new business partnerships. Spirit Night schedule, classroom adoptions and provide a business recruitment meeting during the school day and/or evening.	Family community liaison Administration
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	<p>Content Area &</p> <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Michelle Brooks		
Increase the percent of students who demonstrate proficiency on the Spring 2017 ELA FSA by 6 %.			
Actions / Activities in Support of ELA Goal	Evidence to Measure Success		
Cultivate purposeful, meaningful, and collaborative PLC's. Administrators will attend weekly grade level PLC's. A summary template will be provided to assist with implementing a structured, efficient PLC, with guiding questions. The structure will include established norms, reflections, classroom applications, data, and next steps. A focus will be on collaboratively discussing ELA data and refining instructional practices to achieve increased student performance.	<ul style="list-style-type: none"> PLC summary notes Module plans Formative and summative assessments 		
<ol style="list-style-type: none"> Teachers will refine the gradual release model of instruction to increase the rigor of student independent learning. Teachers will lessen teacher-focused instruction and increase student-focused learning. This will foster active engagement and student ownership of their learning. Teachers will become the facilitator of the learning allowing for differentiation through student-centered partnerships, small group, and independent work. Guided Reading instruction will be implemented in all K-5 classrooms, with teachers meeting with at least 2 groups per day. GR Professional Development with "Just In Time" ELA Coaches will be provided for all teachers. 	<ul style="list-style-type: none"> Administrative walk-throughs Observation feedback Lesson plans with evidence of gradual release model Formative and summative assessments Evidence of rigorous learning scales/rubrics Review of guided reading plans and fidelity checks Just in Time Coach Log 		

Mathematics Goal	Goal Manager: Deena Clendaniel
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Increase the percent of students who demonstrate proficiency on the Spring 2017 Math FSA by 6%.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Cultivate purposeful, meaningful, and collaborative PLC's. Administrators will attend weekly grade level PLC's. A summary template will be provided to assist with implementing a structured, efficient PLC, with guiding questions. The structure will include established norms, reflections, classroom applications, data, and next steps. A focus will be on collaboratively discussing Math data and refining instructional practices to achieve increased student performance.</p>	<ul style="list-style-type: none"> • PLC summary notes • Unit plans • Formative and summative assessments
<ol style="list-style-type: none"> 1. Teachers will lessen teacher-focused instruction and increase student-focused learning using a gradual release of responsibility. This will foster active engagement and student ownership of their learning. Teachers will become the facilitator of the learning allowing for differentiation through student-centered partnerships, small group, and independent work. 2. Math will focus on learning through problem-solving using problem based tasks/activities as a vehicle for developing higher order thinking. 3. "Number Talks" professional development with "Just In Time" ELA Coaches will be provided for all teachers. 4. Use ST Math with fidelity providing teacher supervision and interaction. 	<ul style="list-style-type: none"> • Administrative walk-throughs • Observation feedback • Lesson plans with evidence of Number Talks and problem-based tasks • Formative and summative assessments • Evidence of rigorous learning scales • Just in Time Coach log

Science Goal	Goal Manager: Lisa Williams
Increase the percent of students who demonstrate proficiency on the Spring 2017 Science FSA by 6%.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>Cultivate purposeful, meaningful, and collaborative PLC's. Administrators will attend weekly grade level PLC's. A summary template will be provided to assist with implementing a structured, efficient PLC, with guiding questions. The structure will include established norms, reflections, classroom applications, data, and next steps. A focus will be on collaboratively discussing Science data and refining instructional practices to achieve increased student performance.</p>	<ul style="list-style-type: none"> • PLC summary notes • Module plans • Formative and summative assessments
<ol style="list-style-type: none"> 1. Teachers will lessen teacher-focused instruction and increase student-focused learning using a gradual release of responsibility. This will foster active engagement and student ownership of their learning. Teachers will become the facilitator of the learning allowing for differentiation 	<ul style="list-style-type: none"> • Administrative walk-throughs • Observation feedback • Lesson plans with evidence of 10-70-20 model • Science notebooks

<p>through student-centered partnerships, small group, and independent work.</p> <ol style="list-style-type: none"> 2. Establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose, Core Science, and Confirming the Learning. 3. Science notebooks will be used for students to self-assess, build vocabulary, summarize the content, and to reflect on their learning as aligned with Marzano’s high yield strategies. 4. All 3rd, 4th, and 5th grade students will complete the science lab investigations and data collection. 5. All 5th grade students will take the Diagnostic assessment at the beginning of the year and again at mid-year. 5th grade teachers will analyze and utilize this data to plan for support resources to address how to increase student achievement in the deficient areas of the 3rd and 4th grade standards. 6. 3rd and 4th grade teachers will review the 5th grade beginning of year diagnostic data and develop a plan to monitor their student performance on the 3rd and 4th grade science standards correlated to the areas of deficiency. 	<ul style="list-style-type: none"> • Formative and summative assessments • Science Lab schedule and pre/post data • 5th grade science diagnostic data and support plan
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Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	Goal Manager: Dina Wright
Work toward bronze level recognition with Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
The Healthy School team will review all assessment items to determine the most feasible items to improve in one module to achieve recognition level, and then develop an action plan for those items for November 2016.	By April 1, 2017, the Healthy School Team will edit the schools Healthy Schools Program assessment in the action plan items to document achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Sharon Wilson
Increase the percent of students who demonstrate proficiency on the Spring 2017 ELA FSA from 11.1 to 50%.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ol style="list-style-type: none"> SBLT will analyze sub group data and plan for support. Provide instruction that includes student conversation, emphasizes vocabulary and ensures students are moving towards independence. Strive to provide mentors to struggling black students Engage students in lessons using movement, visual cues and tactile experiences so that all learning styles and modalities can be met. Black students will be prioritized for participation in remediation, enrichment, PMAC, Girlfriends Club, extracurricular activities, and family involvement programs. 	<ul style="list-style-type: none"> Frequent review of data by SBLT including cycle assessments, formative and summative assessments, and OPM data Walk through to monitor level of instruction Review of student data in all areas to measure to standards and compare to other students to make sure the achievement gap is decreasing Attendance Logs

Subgroup Goal (ELL)	Goal Manager: Heather Pope/Sharon Wilson
Increase the percent of students who demonstrate proficiency on the Spring 2017 ELA FSA from 61.1 to 70%.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

<ol style="list-style-type: none"> 1. Classroom Teachers and ELL service providers will engage in ongoing collaboration regarding ELL strategies. 2. Share best practices in ELL inclusion at curriculum meetings for teachers to implement. 3. SBLT will analyze sub group data and plan for support. 4. Provide instruction that includes student conversation, emphasizes vocabulary and ensures students are moving towards independence. 5. Strive to provide mentors to struggling ELL students. 6. Engage students in lessons using movement, visual cues and tactile experiences so that all learning styles and modalities can be met. 7. ELL students will be prioritized for participation in remediation, enrichment, PMAC, extracurricular activities, and family involvement programs. 	<ul style="list-style-type: none"> • Frequent review of data by SBLT including cycle assessments, formative and summative assessments, and OPM data • Walk through to monitor level of instruction • Review of student data in all areas to measure to standards and compare to other students to make sure the achievement gap is decreasing • Attendance Logs • Curriculum meeting agenda items • Lesson plans to include ELL strategies

Subgroup Goal (ESE)	Goal Manager: Nancy Ibrahim/ Sharon Wilson
Increase the percent of students who demonstrate proficiency on the Spring 2017 ELA FSA from 62.5 to 70%.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Classroom Teachers and ESE service providers will engage in ongoing collaboration regarding ESE support of standards based instruction. 2. SBLT will analyze sub group data and plan for support. 3. Provide instruction that includes student conversation, emphasizes vocabulary and ensures students are moving towards independence. 4. Strive to provide mentors to struggling ESE students. 5. Engage students in lessons using movement, visual cues and tactile experiences so that all learning styles and modalities can be met. 6. ESE students will be prioritized for participation in remediation, enrichment, extracurricular activities, and family involvement programs. 7. ESE teachers to attend curriculum meetings, PD, and coaching with general education teachers to stay updated to support instruction on grade level standards. 	<ul style="list-style-type: none"> • Frequent review of data by SBLT including cycle assessments, formative and summative assessments, and OPM data • Walk through to monitor level of instruction • Review of student data in all areas to measure to standards and compare to other students to make sure the achievement gap is decreasing • Attendance Logs

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
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Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 3rd	Grade 4th	Grade 5th	Grade <i>Select</i>	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	20	7	29			56	8
Students with attendance below 90 %	11	3	10			24	4
Students with excessive referrals**	2	0	3			5	1
Students with excessive course failures**	12	1	4			17	3
Students exhibiting two or more indicators	0	1	5			6	1

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.	
Students in grades 3-5 will increase their school attendance from 83% to 90% as measured by monthly Focus reports.		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
Attendance policy newsletter will be distributed to parents, included in registration folders, and posted on our school website.	<ul style="list-style-type: none"> Increased monthly attendance data. 	
	<ul style="list-style-type: none"> Child Study Team minutes with interventions listed 	

<ol style="list-style-type: none"> 1. Bi-monthly child study team meeting problem solving to determine the most common reasons/barriers our students miss school. 2. Develop and implement interventions that target identified reasons/barriers to school attendance. 3. Ensure that our students who are chronically absent meet regularly with a mentor. 4. Ensure families are aware of the importance of attendance and engage them in attendance related activities. 	<ul style="list-style-type: none"> • Data reports for 10% absenteeism
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EWS - Discipline

Discipline Goal Please ensure that your goal is written as a SMART goal.	
Reduce the number of referrals from 55 during the 2015-2016 school year to no more than 40 during the 2016-2017 school year.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Teachers will be trained in the use of the leveled PBS intervention program (Behavior Response Menu, disciplinary flowchart, Level 2 intervention form, and level 3 referral form). • Teachers will develop and implement classroom management plans. 	<ul style="list-style-type: none"> • Number of discipline referrals across all grades, especially among boys, and black students.
<ul style="list-style-type: none"> • PBS team and SBLT will monitor and share monthly discipline data. Data will be reviewed by grade, by gender, ethnicity, and black/non-black. Plans will be developed to support a reduction of referrals for specific students. 	<ul style="list-style-type: none"> • Number of monthly Level 2 incidents and Level 3 referrals, number of OSS and ISS. • PBS minutes to include data and plans

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal. Specify	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Students are identified for academic intervention using the following data: FSA, Common Assessments, Running Records, teacher academic referral documentation, and retention. Two hourly teachers will provide ERELM instruction to identified students. ELP programs will include before and after school instruction in ELA, mathematics, and science. All teachers will implement Jan Richardson Guided Reading for instruction as well as for the primary intervention source. A STARS program is in place for targeted third grade students.

Early Intervention / Extended Learning Goal

Please ensure that your goal is written as a SMART goal

Goal: 100% of students receiving intervention and extended learning services will show growth during 6 week progress monitoring cycle.

Actions / Activities in Support of Goal	Evidence to Measure Success
SBLT will present the academic referral process to teachers. SBLT will conduct data chats with teachers, monitor student data to identify students in need of additional support, monitor tier 2 intervention data and assist with intervention recommendations.	Tier 2 progress monitoring data for DIBLES and iStation.
SBLT will conduct fidelity intervention checks.	Fidelity check documents and PM data.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	51	% with advanced degrees	35
% receiving effective rating or higher	TBD	% first-year teachers	2
% highly qualified (HQT)*	100	% with 1-5 years of experience	24
% certified in-field**	100	% with 6-14 years of experience	24
% ESOL endorsed	84	% with 15 or more years of experience	53

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

- School Administrators actively seek and vet qualified teachers to fill open positions.
- Professional development, team building, a collaborative culture, mentoring and support are used to retain faculty and staff.
- Teacher retention is addressed through multiple initiatives at the district level i.e. competitive salaries, open communication with district administrators and research-based professional development.
- Pinellas County has a teacher recruitment plan in which district representatives visit college campuses to showcase the benefits of employment
- Mentors are assigned to teachers who are new to Curlew Creek Elementary. New to Curlew Creek Meetings are held monthly to provide classroom teachers with supports that may be needed. Along with administrative support, teachers have access to Embrace Pinellas and Just In Time school-based professional development.
- All instructional staff and administrators complete the Deliberate Practice Plan to identify training and support for professional growth. Formal and informal observations with administrative feedback are conducted. Teachers participate in school-based professional development, collaborative planning, and PLC’s that focus on data analysis and best practices.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Kathy	Brickley	White	Principal
Bob	Cliff	White	Parent
Jayne	Pecci	White	Business/Community
Heidi	Pukas	White	Parent
Kelli	Rolfe	White	Parent
Cynthia	Ramos-Gonzalez	Hispanic	Parent
Michelle	Golinski	White	Parent
Janet	Martin	White	Support Employee
Tara	D’amico	Hispanic	Parent
Trish	Vranic	White	Parent
		Select	
		Select	

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
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Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Dee James
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State Days / Intervals that Team meets below.
Weekly on Mondays.

Budget / 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.

\$ 1000 – Professional Books to support trainings (Jan Richardson Guided Reading, Number Talks, The Reading Strategies Book, Morning Meeting) \$3000 – TDEs to support teacher professional development, team planning, and data meetings.

Use this space to paste budget, if desired.
