



# **School Improvement Plan 2017-18**

## **Curtis Fundamental Elementary**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Richard F. Knight, Jr.	<b>SAC Chair:</b> Eda Seibert
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	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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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
535	2.4	4.9	8.4	7.1	77.2	

<b>School Grade</b>	<b>2017:</b> A	<b>2016:</b> A	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	83	81	90	93	78	85						
Learning Gains All	75	72	87	84								
Learning Gains L25%	65	67	84	89								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Richard	Knight, Jr.	FT	Less than 1 year
Counselor	Melinda	Watson	FT	1-3 years
Teacher Leader	Brandy	Lathan	FT	4-10 years
Teacher Leader	Jennifer	Neubauer	FT	4-10 years
Teacher Leader	Linda	Moon	FT	4-10 years
Teacher Leader	Tracy	Schroeder	FT	4-10 years
Teacher Leader	Susan	McElveen	FT	20+ years
<b>Total Instructional Staff:</b>	<b>36</b>		<b>Total Support Staff:</b>	<b>15</b>



# 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).

The school has a School Crisis Plan and avenues for students to take who feel they need help. The school follows up on issues parents or students report in a timely fashion. Classroom rules and expectations are highlighted throughout the year. We also have schoolwide rules: CURTIS--- C=Clean up after yourself, U=use walking feed on campus, R=respect others, T=think before you act, I=in a straight line, walk on the correct side, S=stay with your class/parent. Safety drills are conducted as need determines and as required. Students and parents review and sign the Student code of Conduct; and additionally, they sign a fundamental expectation agreement. Classroom guidance lessons also focus on conflict resolution, bullying, respect, and safety. A schoolwide recognition, called Positively Charged, is for students demonstrating respectful and responsible behavior. Curtis Cougars are given to a class in each grade level exhibiting a specific behavior for each month. The Kiwanis of Dunedin assist with recognition of Terrific Kids each month at a schoolwide celebration called Open Court. Our P.E. Dept. recognizes Safety Patrol of the Month and Athlete of the Month and a weekly Super Sport from each class.

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

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

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.

Scheduled class lessons with the guidance counselor focusing on topics based on student/teacher surveys. Small group lessons, based on student need, one-one counseling, mentors, lunches with students, study skills groups, intervention plans.

## 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?

Data chats will be held three times a year. The SBLT meets with each grade level to discuss data and student needs. Interventions are established at these meetings and monitored from data chat to data chat or according the RTI compliance requirements. A mentoring program will continue for students who demonstrate a need and are identified by teachers or parents.

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

Following each data chat, teachers differentiate data on a schoolwide data board that shows performance of each student in reading and math based on criteria of “on, at, or below” expectations in the Teaching and Learning booklet. Data from School Profile, Unify, MAP Testing, FSA Testing and other assessments is shared with teachers, specialists, intervention teachers and parents to determine student’s needs. SBLT team discusses interventions and all staff monitor interventions for fidelity and success.

**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?

Guided discussions at PLCs and at Data Chats are held to discuss interventions for all students. The principal monitors the implementations of interventions during walkthroughs and through PLC notes. Teachers and support staff demonstrate high quality instruction that emphasizes research based practices, flexible grouping, higher order thinking skills, and instructional technology. Professional development is embedded in staff meetings, PLCs, and planning times throughout the year based on a survey of staff need.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Based on the 2016-2017 AdvancED Survey, Curtis showed that 79% of parents felt that their child has at least one adult advocate in the school. Our goal is that 100% of our parents believe that their child has at least one adult advocate in the school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will create a culture in their classrooms that allow students to feel safe, engaged and respected, thus allowing for all students to feel like they have an advocate in their teacher. Those students who still need additional support will be assigned a mentor. These skills will be taught through the implementation of Restorative Practice circles.	Administration, Guidance Counselor
<b>Goal 2:</b> 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.	
100% of all African American students will demonstrate a decrease in office referrals by May, 2018 as measured by data of School Profile Dashboard data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Assign a mentor to those students with the most infractions from the 2016-2017 school year	Guidance Counselor/Administration
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## 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?

Curtis will increase academic rigor for the 2017-18 school year by addressing the high number of students exceeding State expectations on standardized testing and the 27% Gifted population. This will be accomplished through a before school enrichment program for high achieving math students in grade 5, taught by a middle school teacher; increasing the number of after school enrichment programs, and increasing the number of problem based learning projects in the classrooms of K-5. Data chats will be used by administration, teachers and support staff to identify students for enrichment and acceleration based on MAP testing, FSA data and teacher 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?

A review of the FSA scores indicate weakness in the following areas: In ELA we will focus on Integrating Knowledge and Ideas as well as Key Ideas and Details. In Math, we will focus on Measurement, Data and Geometry. In Science, we will focus on Physical Science.

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.

Teachers will use data from formative assessments in class, data from PMRN (Kindergarten), Performance Matters-Unify/BB card, and Map Testing throughout the year. They meet in weekly PLCs to discuss student growth and needs. They work with their teams to develop intervention and enrichment activities for use during standards based lessons. They meet with the leadership team three times a year for data chats.

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).

The school guidance counselor meets with each fifth grade student to discuss transitioning into middle school. A parent information evening is held in the spring to help parents with this transition. New student orientation is held each year for new families to review fundamental processes and procedures. Open House is held early in the school year (August 16 & 17, 2017).

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Students will track their progress.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Students will be able to describe their status relative to the learning goal using scales or rubrics. This will be collected in student journals, graphs, or conferencing. Administrator will observe data folders/notebooks during walkthroughs.	Classroom teachers/administrator
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Learning goals and scales will be referred to in all classrooms in literacy and math.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Goals and scales will be available or visible and used during lessons and reflected in oral or written form.	Classroom teachers and administrator
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Differentiated instruction will occur in each classroom K-5.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will be committed to differentiation. Lesson plans will show differentiated instruction. Lesson plans for differentiation will be collected each grading period and feedback will be provided to the teachers on their differentiation based on the written plans and walk through observations.	Classroom teachers and administrator
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Decrease the number of black students receiving referrals (data shows black students are 10.57 times more likely to receive a referral) to 0.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected from referrals and behavior warnings	Principal, Guidance Counselor



## 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 among 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.

In a review of our 2016-2017 AdvancEd survey, the staff rated Curtis an average of 3.82 in the area of: In our school, related learning support services are provided for all students based on their needs. For the 2017-2018 school year, the SBLT team will be transparent in explaining to all staff the assignment of support staff and how they are being assigned to students. Staff will have an opportunity at Data chats and meeting with administration to discuss individual student needs.

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.

Each grade level has a common “special” time on the master calendar that allows those teachers to plan together each day for 50 min. PLCs are held after school on the Mondays following a staff meeting and are focused on the current topic of professional development.

**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?

Staff meetings are considered professional development opportunities. The LLC plans the professional development for each semester based on survey from the staff. Staff survey at the end of the school year indicates growth in areas addressed. Next steps will be to continue to grow the staff’s professional development in areas indicated on the surveys (i.e. use of goals & scales, continued growth in math interventions).

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, ISM visit feedback, etc.).

**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?
ELA- Key Ideas and Details Grades	Aug/Sept	Teachers Grades K-5	Higher FSA scores in ELA strand
ELA- Integration of Knowledge and Ideas	September	Teachers Grades K-5	Higher FSA scores in ELA strand
ELA- iStation training- Differentiated based on grade level	August	Teachers Grades K-5	Higher usage and iSIP scores
Math- Number Talks	August	Teachers Grades K-5	Improvement in teacher/student usage of math discussions during lessons
Math- Fluency	October	Teachers Grades K-5	Higher FSA scores in Math
Math- Measurement, Data and Geometry	November	Teachers Grades K-5	Higher FSA scores in Math strand
Science- Science Lab Training	Aug/Sept	Teachers Grades 3-5	Continued growth in usage of Science Lab in grades 3-5
Science- Science Journal Training	September	Teachers Grades K-5	Fidelity of usage of journals in science during the 10% of the end of science lessons.
Running Record Training- Differentiated based on grade level	September	Teachers Grades K-5	Fidelity of teachers giving Running Records.



## 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).

All parents are required to attend all PTA meetings at Curtis. Parents are also required to attend 3 parent/teacher conferences each year. A twenty-four hour call back policy to parents is expected of all staff. Weekly newsletters are written to parents by classroom teachers that provide strategies for parents to support the work in the classroom. A schoolwide curriculum night is held and all parents are required to attend. A monthly newsletter provides strategies for parents to use to support the school.

**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 interpreting and using student data via trainings, data chats and/or student-led conferences.

PTA meetings are focused on topics of interest to parents (i.e. general curriculum in addition to math, science, literacy events).

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<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 Goals and 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?

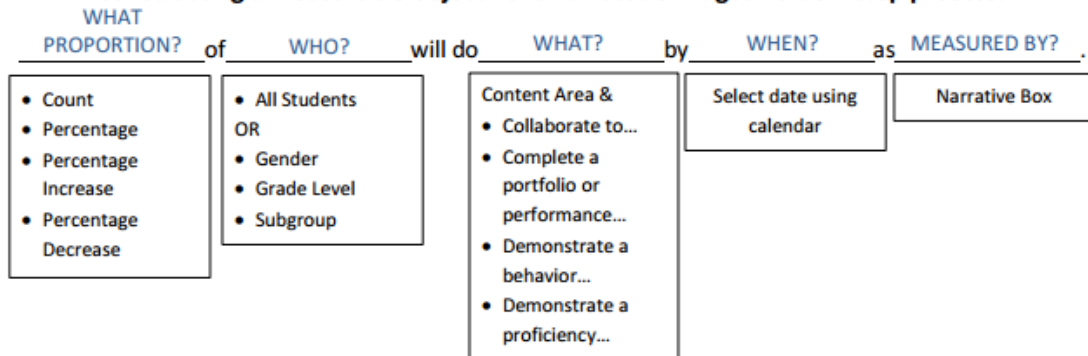


Increase the amount of communication opportunities with families through PTA programming.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increase the number of School Messengers, continue FB and Constant Contact, Monthly principal updates to families at PTA Meetings.	Administrator and PTA liaison
<b>Goal 2:</b> 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?	
Increase Curtis staff, students and parents involvement in Dunedin community events (i.e. Dunedin Education Committee, service projects, Kiwanis).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Attend monthly Dunedin Chamber of Commerce Education Committee meetings and contribute to community events.	Administrator or designee
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Open up a partnership with Dunedin High School to have high school students come to Curtis Fundamental to volunteer time to mentor and tutor our students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Work with the administration at Dunedin High School to target high school students that would be able to volunteer at Curtis either during or after school.	Administrator

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

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



**SMART GOALS:** Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Richard Knight
87% of students in grades 3 through 5 will demonstrate a proficiency of performance level 3 and above by May 2018, as measured by the FSA.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p><b>Action:</b> Increase the levels of proficiency in Integration of Knowledge and Ideas in text based reading and writing for students in grades three through five to meet or surpass level three.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Ensure students have ample time every day to practice independently with what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects across the grade level as well as the calendar year.</li> <li>2. Teachers employ instructional methods (e.g. shared reading, read aloud, explicit instruction, multi-media analysis) to introduce new content, review, practice, and deepen knowledge.</li> </ol>	FSA and district assessments
<p><b>Action:</b> Increase the levels of proficiency in Key Ideas and Details in text based reading and writing for students in grades three through five to meet or surpass level three.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Teachers ensure students regularly write short responses based on text.</li> <li>2. Teachers pause for “elaborative rehearsal” or time for students to talk about the learning knowing that students need time to process information before moving on. Sometimes teachers prompt/provide sentence frames to support students’ language development as they talk about what they are learning.</li> <li>3. Provide professional development for staff utilizing District ELA coach for training in Key Ideas and Details and Integration of Knowledge and Ideas.</li> </ol>	FSA and District assessments

<p><b>Action:</b> Increase the level of proficiency in reading and writing for the lowest performing students in grade three through five to meet or surpass the state average on the FSA.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will meet regularly in PLC's to study student work using standard based tools (reading and writing rubrics) for the purpose of specific feedback targeted toward the standards as well as differentiated instruction in all classes.</li> <li>2. The use of IStation as an intervention will be implemented to increase proficiency. Professional development on IStation will be provided to staff.</li> <li>3. Intervention time will be used for differentiated instruction in all classes.</li> </ol> <p><b>Action:</b> 75% of Black students at Curtis will meet proficiency in reading and writing as measured by FSA.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will be targeted for 1-1 mentoring with a qualified volunteer.</li> <li>2. Students will be included in the ELP school tutoring program.</li> <li>3. Leadership will provide individual attention to focus on their academic growth throughout the year.</li> </ol>	<p>FSA and District assessments</p> <p>Training provided by Cherie Marsh in August. Usage rate and fidelity of ISIP tests will increase from the 2016-2017 school year.</p> <p>5/15 of the current fourth and fifth grade Black students scored a level one or two on the 2017 FSA. Success will be measured by these students meeting proficiency on the FSA in ELA.</p> <p>Principal will meet with grade levels to discuss strategies that would best meet the needs of each grade level</p>
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Mathematics Goal	Goal Manager: Richard Knight	
96% of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will achieve a Level 3, 4, or 5 proficiency by May 2018 as measured by the math FSA.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
<p><b>Action:</b> Teachers utilize resources provided by the Elementary Math Department, as well as, internal resources to improve planning and delivery of math instruction. (Domain ??)</p> <p><b>Activity:</b> School wide training provided by Math Coach for Number Talks and Math Fluency.</p> <p><b>Activity:</b> Teacher sharing of math journals, math training, and new resources during PLC and staff meetings.</p> <p><b>Activity:</b> ELP will be offered to the lowest performing students in Math in Grades 3 – 5.</p>	FSA and District Assessments	
<p><b>Action:</b> Teachers utilize data to differentiate and scaffold instruction in order to meet the needs of every student. (Domain 1, 2, 3)</p> <p><b>Activity:</b> Teachers conduct data chats with students to support students with setting learning goals and monitoring progress.</p>	FSA and District Assessments	
<p><b>Action:</b> Increase the Measurement, Data and Geometry sub-score on FSA. (Domain 2, 3)</p> <p><b>Activity:</b> Teacher training with Math Coach to understand the progression of standards and gather resources to teach with.</p>	FSA and District Assessments	
<p><b>Action:</b> 75% of Black students at Curtis will meet proficiency in Math by May 2018 as measured by the FSA.</p> <p><b>Activity:</b> Students will be targeted for 1-1 mentoring with a qualified volunteer. Students will be included in the ELP school tutoring program. Leadership will provide individual attention to focus on their academic growth throughout the year.</p>	FSA and District Assessments	

Science Goal	Goal Manager: Richard Knight	
90% of 5 <sup>th</sup> grade students will achieve a Level 3, 4, or 5 proficiency by June 2018 as measured by the SSA Science Assessment.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<p><b>Action:</b> Increase the percentage of 5<sup>th</sup> grade students who score at a level 3, 4 or 5 on the SSA science assessment from 78% to 90%.</p> <p><b>Activity:</b> Use of Science Lab with fidelity in grades 2, 3, 4 and 5.</p> <p><b>Activity:</b> Expand the use of hands-On Science activities in grades K-5.</p> <p><b>Activity:</b> Implementation of after school Science Club with a focus on the 3<sup>rd</sup>-5<sup>th</sup> grade standards for 4<sup>th</sup> and 5<sup>th</sup> grade students.</p>	Pre/Post tests for Science labs grades 3-5, Map Testing and SSA	
<p><b>Action:</b> Increase Physical Science sub-score via communication of K-5 Physical Science content</p> <p><b>Activity:</b> Implement/maintain the use of Science Journals as a learning log and a way for students to track their progress according to learning goals and scales in grades K-5.</p> <p><b>Activity:</b> Focus on hands on Physical Science lessons in grades K-5.</p>		
<p><b>Action:</b> 75% of Black students at Curtis will meet proficiency in Science by May 2018 as measured by the FSA.</p> <p><b>Activity:</b> Students will be targeted for 1-1 mentoring with a qualified volunteer. Students will be included in the ELP school tutoring program. Leadership will provide individual attention to focus on their academic growth throughout the year.</p>	Pre/Post tests for Science labs grades 3-5, Map Testing and SSA	

**Other School Goals\* / Use Only as Needed**

\*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 Schools, etc.)		
<b>Goal Name:</b> Healthy School Goal	<b>Goal Manager:</b> Julie Woodka/Susan Manley	
Maintain Gold Level recognition with the Alliance for a Healthier Generation.		
Actions / Activities in Support of Goal	Evidence to Measure Success	
In 2014-2015, school was recognized for SILVER national recognition. In 2015-2016, school was recognized for GOLD national recognition. Eligible in 6 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules.	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one	

<p>2016-2017 the school maintained GOLD national recognition. For 2017-2018 the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target for 2017-18 is to maintain eligibility for GOLD national Recognition.</p>	<p>module that is now eligible for national recognition.</p>

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

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

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Richard Knight
100% of the Black students at Curtis will meet proficiency in Literacy and Math by Spring 2018, as measured by the FSA	
<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Students will be targeted for 1-1 mentoring with a qualified volunteer. Students will be included in the ELP before/after school tutoring program. Leadership will provide individual attention to focus on their academic growth throughout the year.	4.9% of the population is Black. Success will be measured by these students meeting proficiency on the 2018 FSA in reading and math and the 2018 NGSSS Science Assessment.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
Increase the number of students identified as ESE score level 3 or above on the 2017-2018 ELA FSA assessment by 15%	
<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
Provide additional interventions beyond ESE support through intervention teachers using LLI during Reading Intervention times.	FSA scores, MAP scores and LLI Assessments

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	
Place goal statement here (additional goal only if needed).	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Early Warning Systems (EWS) -- Data and Goals**

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	6	11	7			24	9
Students with excessive absences / below 90 %	1	1	1	2	2			7	.01
Students with excessive behavior / discipline**	2	0	0	0	0			2	.003
Students with excessive course failures**	0	0	0	2	0			2	.003
Students exhibiting two or more Early Warning indicators	0	0	0	0	0			0	0

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.	
55 students in grades K-5 will have perfect attendance for the 2017-18 school year as measured by the School Profile in EDS.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Students will be recognized each grading period for perfect attendance at Open Court and with a small reward. Attendance will be addressed in the school newsletter and through School Messengers.	43 students had perfect attendance during the 2016-17 school year. This number will be increased by 12 for the 17-18 school year. Overall attendance at Curtis was 97% for the 16-17 school year.



**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
98% of all students will achieve 0 office referrals by May, 2018 as measured by School Profile data.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Behavior plans align to schoolwide expectations and fundamental guidelines. Parents and students will be aware of the expectations through parent/student handbook, Curtis calendar, newsletters, Open House.		Data as present in the School Profile database
Principal will analyze Behavior Warnings every two weeks. SBLT team will then look at data and identify students who have 3 or more warnings for behavior . Students identified will be offered small group social lessons/conflict resolution lessons with the school guidance counselor.		Pre/Post test from small groups. Behavior warnings will continue to be monitored.

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**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.

Describe your academic intervention supports here.

<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
Place goal statement here.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	40	% with advanced degrees	35
% receiving effective rating or higher	100	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	10
% certified in-field**	98	% with 6-14 years of experience	45
% ESOL endorsed	60	% with 15 or more years of experience	47

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Contact with potential candidates for future jobs is maintained throughout the year by the principal and teachers. Some of these candidates are ones who interviewed for previous positions and are viable candidates for future employment. Qualified applicants of diverse backgrounds will be given interviews for positions as openings arise.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Rebecca	Albert	White	Parent
Yohannes	Ebba	Black	Parent
Barbara	Gurian	White	Teacher
Amy	Loope	White	Parent
Richard	Knight	White	Principal
Aaron	Lucas	Black	Business/Community
Eda	Seibert	White	Parent
Marcy	Streicher	Multi	Support Employee
Cynthia	Weclaw	White	Parent
Olivia	Wilson	Hispanic	Business/Community
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

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		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>

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

<input checked="" 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: Melinda Watson
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Please state the days / intervals that your team meets below.
Team meets on Wednesdays

**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. Attached budget if preferred.

SIP funds will be used to promote professional development of the staff through trainings, TDEs, conferences, and materials.