

Pinellas County Schools

Curlew Creek Elementary School



2020-21 Schoolwide Improvement Plan

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Curlew Creek Elementary School

3030 CURLEW RD, Palm Harbor, FL 34684

<http://www.curlew-es.pinellas.k12.fl.us>

Demographics

Principal: Kathy Brickely

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: C (52%) 2016-17: A (63%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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3030 CURLEW RD, Palm Harbor, FL 34684

<http://www.curlew-es.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Curlew Creek Elementary is to prepare students for Middle School, High School, College and Career by fostering positive relationships while providing rigorous and engaging learning experiences.

Provide the school's vision statement.

Vision: 100% Student Success

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Brickley, Kathleen	Principal	School Leader
Cehi, Mary Sue	Assistant Principal	Curriculum and Instruction manager, Teacher evaluations, discipline, Family engagement, Safety/Emergency Drills, Data manager
Avolt, Dawn	Teacher, K-12	Teacher, 4th grade; Mathematics Goal Manager; MTLI Teacher Leader
Clendaniel, Deena	Teacher, K-12	Teacher, Gifted; Gifted goal manager
Cocio, Jennifer	Teacher, K-12	Teacher, 5th grade; Science Goal Manager; MTLI Teacher Leader
Wright, Dina	Teacher, ESE	Teacher, ESE Access Points; Healthy Schools Team Leader
Brooks, Michelle	Teacher, K-12	ELA Goal Manager; IIRP Coach
Petersen, Linda	Teacher, K-12	5th grade teacher, Equity Goal Manager
Brunelle, Erin	Teacher, K-12	Music Teacher; PBIS Team Leader

Demographic Information

Principal start date

Wednesday 7/1/2015, Kathy Brickely

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	91	85	105	103	100	0	0	0	0	0	0	0	576
Attendance below 90 percent	29	22	23	26	16	17	0	0	0	0	0	0	0	133
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	9	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	14	0	0	0	0	0	0	0	25

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	0	3	5	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	3	0	3	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/30/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	95	94	110	107	101	0	0	0	0	0	0	0	565
Attendance below 90 percent	0	7	11	12	10	7	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	2	18	21	0	0	0	0	0	0	0	41

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	2	6	0	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	1	1	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	95	94	110	107	101	0	0	0	0	0	0	0	565
Attendance below 90 percent	0	7	11	12	10	7	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	2	18	21	0	0	0	0	0	0	0	41

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	2	6	0	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	1	1	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	67%	54%	57%	70%	53%	55%
ELA Learning Gains	68%	59%	58%	54%	53%	57%
ELA Lowest 25th Percentile	67%	54%	53%	44%	47%	52%
Math Achievement	71%	61%	63%	77%	62%	61%
Math Learning Gains	75%	61%	62%	72%	61%	61%
Math Lowest 25th Percentile	48%	48%	51%	53%	48%	51%
Science Achievement	71%	53%	53%	71%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	56%	7%	58%	5%
	2018	53%	53%	0%	57%	-4%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	63%	56%	7%	58%	5%
	2018	63%	51%	12%	56%	7%
Same Grade Comparison		0%				
Cohort Comparison		10%				
05	2019	83%	54%	29%	56%	27%
	2018	57%	50%	7%	55%	2%
Same Grade Comparison		26%				
Cohort Comparison		20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	62%	4%	62%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	65%	62%	3%	62%	3%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	72%	64%	8%	64%	8%
	2018	82%	62%	20%	62%	20%
Same Grade Comparison		-10%				
Cohort Comparison		7%				
05	2019	85%	60%	25%	60%	25%
	2018	77%	61%	16%	61%	16%
Same Grade Comparison		8%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	74%	54%	20%	53%	21%
	2018	65%	57%	8%	55%	10%
Same Grade Comparison		9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	50	64	50	71	64					
ELL	38	53		48	59		55				
ASN	73			80							
HSP	48	76		55	59						
MUL	59	50		73	71						
WHT	71	69	67	75	78	58	74				
FRL	57	62	65	59	68	48	56				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	28		30	33		30				
ELL	35	47		50	65						
ASN	75			100							
HSP	38	32		61	57		53				
MUL	73			73							
WHT	58	37	22	73	62	39	66				
FRL	44	34	29	61	51	35	46				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	53	52		60	71						
ELL	56	31		67	57						
ASN	100			100							
HSP	70	52		67	71		60				
WHT	67	52	45	77	69	48	74				
FRL	63	49	41	67	66	56	66				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math L25 learning gains. Lack of participation in extended learning programs for 4th grade L25 students. We need to increase focus on this area during PLCs and collaborative planning.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Overall mathematics proficiency declined one point, 72 to 71. Grade 4 math proficiency declined 10 points, 82 to 72, however when comparing those students they increased 7 points from 65 to 72.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

School proficiency exceeds district and state averages. Mathematics L25 learning gains was just a few points above these averages. Although a ten point increase from previous year, this area continues to be a goal.

Which data component showed the most improvement? What new actions did your school take in this area?

Grade 5 ELA proficiency +26: Each 5th grade teacher had morning ELP tutoring for their L25 students. Teachers adjusted and used the module materials based on their student/class needs, such as shorten whole class core instruction and increase small group and independent practice with monitoring and feedback. Intervention block consisted of small group instruction using Florida Ready. ELA overall learning gains +29: ELA L25 learning gains +38. ESE and ERELM teachers were trained in and utilized Linda Mood Bell Seeing Stars and Visualizing and Verbalizing.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance below 90% (133) (need to reduce from 21% to under 10%)
Level 1 FSA (42 reading and math combined)

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. L25 Mathematics (38-48)
2. Grade 5 ELA (63-63)
3. Grade 5 Math (82-72)
4. Grade 4 Math (65-66)
5. ELL and SWD ELA

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our current level of performance is 69%, as evidenced by 2019 ELA FSA. The problem/gap is occurring because students lack the stamina to independently read and write for an extended period of time. If students have ample opportunities to develop stamina, student proficiency will increase.

Measurable Outcome: The percent of all students achieving ELA proficiency will increase from 69% to 74% as measured by the 2021 ELA FSA.

Person responsible for monitoring outcome: Kathleen Brickley (brickleyk@pcsb.org)

Evidence-based Strategy: Engage students in immense amounts of reading, discussion, and writing with feedback.

Rationale for Evidence-based Strategy: According to grade level data and observations, students would benefit from access to grade level advanced resources to build stamina and proficiency.

Action Steps to Implement

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, EL supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

Utilize ELA Champions to co-plan and co-facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, developing and applying foundational skills, and the shifts.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

Deliver instruction in both reading and writing designed according to research-based principles. For example, the “gradual release of responsibility” model of teaching.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Our current level of performance is a total of 67 discipline referrals from 20 students. Six students have repeated referrals. We expect our referral level and repeated referrals to decrease.

Measurable Outcome: The number of referrals will decrease by the end of the 2020-21 school year. The number of students with repeated referrals will decrease by 50%.

Person responsible for monitoring outcome: Mary Sue Cehi (cehim@pcsb.org)

Evidence-based Strategy: Ensure that the academic, social-emotional, and behavioral needs of each and every students are known and met.

Rationale for Evidence-based Strategy: If the needs of each and every student are known and met, then students will have fewer behavior incidents.

Action Steps to Implement

Conduct consistent RP Circles.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

Increase the number of teachers that are AVID CRT trained.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

Conduct schoolwide PCS Tier 1 PBIS Walkthrough with RP elements.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

Adjust our mentor program for our L25 behavior and academic students to accommodate students in traditional and online learning.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

Develop a plan to support students who receive multiple referrals. Ensure student interventions are in place and are implemented with fidelity.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our current level of proficiency is 74%, as evidenced by the 2019 Math FSA. The problem/gap is occurring because differentiation is not occurring to meet the needs of our L25 students. If more intentional differentiation and targeted small group instruction would occur, the problem would be reduced by an increase in the number of L25 students showing proficiency on the Math FSA.

Measurable Outcome: The percent of all third, fourth, and fifth grade students showing proficiency will increase from 74% to 78% as measured by the 2021 Math FSA.

Person responsible for monitoring outcome: Kathleen Brickley (brickleyk@pcsb.org)

Evidence-based Strategy: Utilize multiple forms of assessment to inform instruction and allow students to represent and share their thinking in multiple ways. Use student work (i.e. unit pre-requisite checks) to guide analysis of student learning in grade level PLCs.

Rationale for Evidence-based Strategy: According to data and observations, students would benefit from more rigorous instruction and differentiation, and teachers would benefit from increased professional development to implement student-centered instruction and differentiation.

Action Steps to Implement

Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower mathematics teacher leaders to facilitate alongside administrators.

Person Responsible: Dawn Avolt (avoltd@pcsb.org)

Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol. First semester this could be virtual learning walks.

Person Responsible: Dawn Avolt (avoltd@pcsb.org)

Ensure that rigorous, student-centered instruction occurs daily through the use of Ready Classroom Mathematics, Dreambox Learning, Number Routines, and other standards-aligned resources (such as CPALMS, Open-Middle, Illustrative Mathematics, etc.). Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.

Person Responsible: Kathleen Brickley (brickleyk@pcsb.org)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	5th grade students need to increase proficiency on the Science Assessment. Based on SSA and diagnostic data we determined a greater focus was needed on identified grade 3 and 4 science standards. Students need to have strong grasp of these prerequisite standards.
Measurable Outcome:	The percent of 5th grade students achieving science proficiency will increase from 74% to 77%, as measured by the 2021 SSA.
Person responsible for monitoring outcome:	Kathleen Brickley (brickleyk@pcsb.org)
Evidence-based Strategy:	Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
Rationale for Evidence-based Strategy:	After a review of the SSA Data, we determined a greater focus is needed on certain 3rd and 4th Grade standards.

Action Steps to Implement

Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

Have a priority focus on the 60 Power Words and other related vocabulary based on grade level standards. Use school-wide activities to support the Power Words, such as a question of the week on the morning news, and an interactive bulletin board.

Person Responsible Jennifer Cocio (cocioj@pcsb.org)

Monitor for consistent effective instruction that promotes student-centered with rigor for all science instruction, and ensures adequate time allotted (20%) for the confirming the learning portion of the instructional model.

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. Conduct cross grade level articulation PLCs each unit (Nature of Science, Earth, Life, Physical) to discuss science standards and grade level expectations.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

#5. Culture & Environment specifically relating to Equity & Diversity**Area of****Focus**

As a result of equity-centered problem solving within an MTSS framework, Curlew Creek will build relational capacity, empower student voice, and hold high expectations for equity systems change.

Description and**Rationale:**

To address a mindset shift for the adoption of equitable practices, all CCE staff will participate in AVID Culturally Relevant Practices. Our current data illustrates an average score of 2.5 as evidenced by the Instruction section of AVID CRT Audit. We will measure progress by monitoring attendance in PD, observable CRT practices in classroom walkthroughs, and an increase in the Instruction section of the AVID CRT Audit to an average of 4.

Measurable Outcome:

Additionally, these practices will increase ELA proficiency in the Hispanic subgroup from 38% to 48%.

Person responsible for monitoring outcome:

Kathleen Brickley (brickleyk@pcsb.org)

Evidence-based Strategy:

Ensure that the academic, social-emotional, and behavioral needs of each and every student are known and met through the increased use of equitable practices related to culturally relevant teaching.

Rationale for Evidence-based Strategy:

These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

All staff will participate in annual training updates for Restorative Practices.

Person Responsible

Michelle Brooks (brooksm@pcsb.org)

Host AVID CRT on-site to allow more of our teachers to attend.

Person Responsible

Linda Petersen (petersenli@pcsb.org)

Equity Champions will continue Equity Module Trainings with all staff.

Person Responsible

Linda Petersen (petersenli@pcsb.org)

AVID CRT trained teacher leaders will embed CRT strategies in faculty meetings, curriculum meetings and PLCs using AVID Culturally Relevant Teaching: A Schoolwide Approach as a resource to guide them.

Person Responsible

Mary Sue Cehi (cehim@pcsb.org)

Teachers will create learning environments (traditional and/or online) where students feel they belong and are welcome. This will be monitored through PLC discussions, classroom visits, and CRT teacher self-reflection sheet. Teachers will monitor their progress within this action step.

Person Responsible

Kathleen Brickley (brickleyk@pcsb.org)

#6. Other specifically relating to Bridging the Gap (Black Student Achievement)

Area of Focus Description and Rationale: Our current level of performance of our black students is 25% proficiency on ELA FSA, as evidenced in FSA 2019. We expect our performance level to be 50% by May 2021. The problem/gap is occurring because of a lack of culturally relevant instructional strategies.

Measurable Outcome: The percent of black students achieving proficiency on ELA FSA will increase from 25% to 50%, as measured by FSA 2021.

Person responsible for monitoring outcome: Mary Sue Cehi (cehim@pcsb.org)

Evidence-based Strategy: Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy: If teachers are able to meet the needs of each student through differentiation and scaffolding, students will achieve proficiency.

Action Steps to Implement

Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. This will be monitored through PLC discussions and classroom visits.

Person Responsible: Mary Sue Cehi (cehim@pcsb.org)

Implement Restorative Practices throughout the school. This will be monitored through PLC discussions and classroom visits.

Person Responsible: Mary Sue Cehi (cehim@pcsb.org)

Ensure interventions are in place and being implemented for black students who receive consent for ESE evaluation.

Person Responsible: Mary Sue Cehi (cehim@pcsb.org)

#7. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Our current attendance rate is 94%. Our goal is to increase to 97%. The current percent of students missing more than 10% of school is 21%. Our goal is to decrease to below 10%. The problem/gap in attendance is occurring because there is a lack of understanding of the importance of school attendance. If a stronger emphasis on understanding the importance of attendance would occur, the problem would be reduced. We have a population of students in our school who have severe medical needs, which causes them to have a high absence rate. We are also concerned about the priority parents will give to school attendance during the COVID-19 pandemic.

Measurable Outcome:

The percent of students missing more than 10% of school will decrease from 21% to 9% as measured by daily attendance.

Person responsible for monitoring outcome:

Kathleen Brickley (brickleyk@pcsb.org)

Evidence-based Strategy:

Increase awareness of the importance of attendance for staff and families and utilize incentives for attendance.

Rationale for Evidence-based Strategy:

If parents and families work together with school personnel to increase their understanding of the importance of attending school, then students' attendance rate will improve.

Action Steps to Implement

Conduct monthly class celebrations for classes with the best attendance.

Person Responsible

Kathleen Brickley (brickleyk@pcsb.org)

Give incentives for students with perfect attendance.

Person Responsible

Kathleen Brickley (brickleyk@pcsb.org)

Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

Person Responsible

Kathleen Brickley (brickleyk@pcsb.org)

With our targeted population we will monitor, plan, and communicate with parents starting at the beginning of the school year.

Person Responsible

Kathleen Brickley (brickleyk@pcsb.org)

Attendance conversations will be a part of all parent conferences.

Person Responsible

Kathleen Brickley (brickleyk@pcsb.org)

#8. Other specifically relating to Healthy Schools

Area of Focus

Description and Rationale: A healthy school benefits the well-being of students and staff.

Measurable Outcome: Our current level of performance is Silver level, as evidenced in the Alliance for a Healthier Generation Assessment. Our school will be eligible in 6 out of 6 modules for silver recognition by April 2020 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

Person responsible for monitoring outcome: Dina Wright (wrightdi@pcsb.org)

Evidence-based Strategy: We will continue to focus on the six healthy school modules.

Rationale for Evidence-based Strategy: Focusing on the six healthy school modules will maintain the Silver status. Conflict with food profit making events (i.e. School Spirit Nights at restaurants) prevents us from moving past silver.

Action Steps to Implement

Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.

Person Responsible Dina Wright (wrightdi@pcsb.org)

Attend district-supported professional development.

Person Responsible Dina Wright (wrightdi@pcsb.org)

Develop and Implement Healthy School Program Action Plan.

Person Responsible Dina Wright (wrightdi@pcsb.org)

Update Healthy Schools Program Assessment and Apply for Recognition.

Person Responsible Dina Wright (wrightdi@pcsb.org)

#9. Other specifically relating to Gifted Students

Area of Focus Description and Rationale: Learning gain trend data has been inconsistent. 67.3% of Gifted students scored a level 4 or 5 on 2018-19 ELA FSA. 83.7% of Gifted studnes scored a level 4 or 5 on 2018-19 Math FSA. This is below the district (73%) and state (82%) average in ELA.

Measurable Outcome: 82% or more of gifted students will score a level 4 or 5 in ELA on the 2020-21 FSA.
85% or more of gifted students will score a level 4 or 5 in Math on the 2020-21 FSA.

Person responsible for monitoring outcome: Kathleen Brickley (brickleyk@pcsb.org)

Evidence-based Strategy: Participation in Gifted E3 Project with cluster grouping

Rationale for Evidence-based Strategy: Research supports cluster grouping when paired with gifted knowledgeable teachers, and differentiation has been shown to better meet the needs of gifted learners and provide opportunities for growth.

Action Steps to Implement

Intentional cluster grouping of gifted learners in grades 3, 4 & 5.

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

Teachers earning gifted micro-credential and/or gifted endorsement

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

Teachers use “intentionality” when making curricular decisions and modifications that support gifted learners.

Person Responsible Deena Clendaniel (clendanield@pcsb.org)

Strengthen staff practice to utilize questions to help students elaborate on content and engage students in complex tasks. Teachers will participate in the Depth and Complexity book study and implement new practices. Gifted staff developer will provide support to the teachers in the gifted cluster schools.

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

#10. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Family engagement is essential for supporting the success of all students. When the focus is on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement can lead to a school-family partnership that can positively impact student outcomes and close achievement gaps.

Measurable Outcome: We will increase the percentage of families attending family engagement events from 30% to 50% in the 2020-2021 school year. This will include in person and virtual attendance.

Person responsible for monitoring outcome: Mary Sue Cehi (cehim@pcsb.org)

Evidence-based Strategy: Family engagement activities help families provide support at home for learning.

Rationale for Evidence-based Strategy: As reported in surveys, families would like to continue to receive support and tools to support their students' achievement at home and at school.

Action Steps to Implement

Plan and deliver grade level specific curriculum nights to inform parents of school/class processes, curriculum expectations, assessments, and to provide parents with information and tools to support their child's education at home.

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

Participate in Parent Conferences (parent/teacher, student-led)

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

Plan and deliver content area specific family night events (FamilyLiteracy, Math, Science) to provide parents with information and tools to support their child's education at home.

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

Plan and deliver events that build positive relationships with families.

Person Responsible Kathleen Brickley (brickleyk@pcsb.org)

Form School-Based Family Engagement Action Team (FEAT) comprised of an administrator, teacher/ curriculum specialist, parent, community member(s) and the Family and Community Liaison to develop an annual School Family Engagement Plan that focuses specifically on district and school objectives. Student data is consistently used to drive the planning and interactions.

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

One member of the School FEAT is appointed to be the point of contact with the District OSP to keep information channels open and resources shared

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

Members of the SAC and PTA are trained on family engagement and participate in the development of the School Family Engagement Plan by each having a representative member on the FEAT

Person Responsible Mary Sue Cehi (cehim@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

After completing the needs assessment and analysis, we have embedded all schoolwide priorities within the Areas of Focus of the School Improvement Plan. As school leaders, we will continuously monitor the implementation of these strategies and the data aligned to them. We will also provide timely feedback to teachers to promote cycles of continuous improvement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. The Principal sends a weekly School Messenger call to families. Teachers communicate data/testing information after each testing cycle 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. CCE keeps track of our volunteer hours and encourages parent volunteers to come into the classroom to work with students in small groups.

A SAC yearly agenda is developed with a monthly focus on individual SIP goals. Teachers and students present on the monthly topics addressing teaching, learning, and data aligned to each goal.

Teachers ensure that parents receive timely communication regarding their child's progress via daily planner, Focus Gradebook, mid-period reports, and report cards. In addition, parent conferences are conducted in person and via telephone.

Parents are provided with an annual calendar of events which includes many opportunities for family involvement – fun family events, curricular events, community events, how to become involved in PTA and SAC, volunteering and mentoring, and after school clubs and programs. PTA and administration together make a concerted effort to build involvement and a sense of community within the school. A focus is on communicating school events, announcements and good news through weekly School Messenger calls, a monthly newsletter, school and PTA websites, and Facebook. A weekly Coyote Communication folder is used as a consistent means of communication between school and families.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	140-Substitute Teachers	0851 - Curlew Creek Elementary School	School Improvement Funds		\$2,300.00
			<i>Notes: Substitutes for teachers/teams to have a TDE for curriculum planning, PD, and classroom observations.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	100-Salaries	0851 - Curlew Creek Elementary School	School Improvement Funds		\$500.00
			<i>Notes: School Improvement Planning</i>			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	510-Supplies	0851 - Curlew Creek Elementary School	School Improvement Funds		\$300.00
			<i>Notes: Teacher book study: Equity</i>			
6	III.A.	Areas of Focus: Other: Bridging the Gap (Black Student Achievement)				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
8	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
9	III.A.	Areas of Focus: Other: Gifted Students				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	6300	510-Supplies	0851 - Curlew Creek Elementary School	School Improvement Funds		\$300.00
			<i>Notes: Teacher book study: Depth and Complexity</i>			
10	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
					Total:	\$3,400.00