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# **School Improvement Plan 2016-17**

## **Curtis Fundamental Elementary**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

School Improvement Plan 2016-17

## School Profile

<b>Principal:</b> Pam Metz-Easley	<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 %
536	3%	5%	8%	7%	76%	1%

<b>School Grade</b>	<b>2016:</b> A	<b>2015:</b> A	<b>2014:</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	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	81	84	93	89	85	80						
Learning Gains All	-9		+10									
Learning Gains L25%	67		89									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Pam	Metz-Easley	FT	4-10 years
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
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
<b>Total Instructional Staff:</b>	36		<b>Total Support Staff:</b>	15



# 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 the school-wide expectations transfer to the classrooms? How does the 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 dashboard, disparity gap 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.

**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 walk throughs and through PLC notes. Teachers 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 / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: 100% of all stakeholders will agree/strongly agree that they receive weekly and monthly communication according to the school calendar as measured by the AdvancED survey	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increase the amount of School Messengers, add information on school academic data to each monthly newsletter for the community and add data information to Weekly Updates to staff	Administrator/LLC/teachers
<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.	
Goal: 100% of all African American students will demonstrate a decrease in office referrals by May, 2017 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 2015-16 school year	Guidance Counselor
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
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 2016-17 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.

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 integrating knowledge and ideas for ELA.

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 use data from formative assessments in class, data from PMRN (Kindergarten), Performance Matters-Unify/BB card, and common assessments 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, 2016).

**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.

<b>Instructional Strategy 1</b>	
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 walk throughs.	Classroom teachers/administrator
<b>Instructional Strategy 2</b>	
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>Instructional Strategy 3</b>	
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



## 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.

A committee of teachers have planned a community building activity for each staff meeting. This will be continued throughout the next year. Staff is encouraged to make note of the effort of a colleague and post the comment on a bulletin board in the workroom. These notes are shared with all staff at each staff meeting. The AdvancEd survey indicated that 95% of the staff felt that school personnel regularly engage families in their children’s learning progress.

**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, 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?
Writing Craft	Sept.	Teaching staff	Use of new strategies/craft to help with differentiation in the classroom

Math journaling	Oct.	Teaching staff	Increased use of student math journals to support differentiation in the classroom
Hands on Science activities	Nov. /Dec.	Teaching staff	Increase of labs for grades 3-5
Math from FCTM	Nov.	Teaching staff	Planning with teams for new math strategies/activities that will highlight differentiation
Empowering Our Journey	August	all staff	Collaboration and team building to assist with supporting our SWBP data



## 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. All, but 2 complied during the 2015-16 school year. Parents are also required to attend 3 parent/teacher conferences each year. 100% have complied. A 24 hr 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. Parents attend three conferences per year. 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 how to interpret and use student data via trainings, data chats 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / 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 or email	<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	<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

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: 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.	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?	
Goal: Increase staff 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 designee
<b>Optional Goal:</b> 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"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	Content Area & <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	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:
86% of students in grades 3 through 5 will demonstrate a proficiency of performance level 3 and above by May 2017, as measured by the FSA.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p><b>Action:</b> Increase the <u>number of 3-5<sup>th</sup> grade gifted students who score at the top levels of proficiency</u> to meet or surpass the state average for gifted student achievement on the Florida Standards state tests in reading and writing.</p> <p><b>Activities:</b> Gifted teachers will meet with general ed teachers during various 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. Regular education teachers will use this feedback to differentiate instruction. Opportunities for student enrichment of reading and writing will be provided before and after school.</p>	FSA and District assessments
<p><b>Action:</b> Increase the levels of proficiency in text based writing for students in grades 3-5<sup>th</sup> to meet or surpass level 3.</p> <p><b>Activity:</b> Teachers will meet regularly in PLCs to study student work using standards based tools (reading and writing rubrics) for the purpose of specific feedback targeted toward the standards as well as differentiated instruction. In-service training for staff will be provided by district coach.</p> <p><b>Action:</b> Increase the levels of proficiency for the lowest performing students in grades 3-5 to meet or surpass the state average on the Florida Standard State tests in reading and writing.</p>	FSA and District assessments

<p><b>Activity:</b> Teachers will meet regularly in PLCs to study student work using standards based tools (reading and writing rubrics) for the purpose of specific feedback targeted toward the standards as well as differentiated instruction. Intervention time will be used for differentiated instruction in all classes.</p> <p>The use of IStation as an intervention will be implemented to increase the proficiency of the lowest performing students in grades 3-5 and data will be reviewed during PLCs for the purpose of specific feedback targeted towards the standards as well as differentiated instruction.</p>	
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<b>Mathematics Goal</b>	<b>Goal Manager:</b> Administration/LLC	
95% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students will achieve a Level 3, 4, or 5 proficiency by June 2017 as measured by the math FSA.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
<p><b>Action:</b> Identify and locate various resources provided by the Elementary Math Department. (Domain2)</p> <p><b>Activities:</b> Teacher training with Math Coach and Team planning on utilizing math journals as a learning log and a way for students to track their progress according to learning goals and scales. (Domain 2, 3)</p>	FSA and District assessments	
<p><b>Action:</b> During grade level PLC meetings, teachers will plan to expand the use of various resources to develop differentiated mathematics instruction. (Domain 1, 2, 3)</p> <p><b>Activities:</b> Teachers will use the Concrete-Representational-Abstract Instructional Model for differentiated instruction. (Domain 2)</p> <p><b>Action:</b> Increase the Operations, Algebraic Thinking, and Fractions sub-score on FSA. (Domain 2,3)</p> <p><b>Activity:</b> grade levels will study standards and strands and meet with preceding grade level to ensure a progression of growth.</p>	FSA and District assessments	

<b>Science Goal</b>	<b>Goal Manager:</b> Giovanna Thomas	
90% of 5 <sup>th</sup> grade students will achieve a Level 3, 4, or 5 proficiency by June 2017 as measured by the SSA Science Assessment.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
<p><b>Action:</b> Increase the number of 5<sup>th</sup> grade gifted students who score at the top level of proficiency who meet or surpass the State level for gifted student achievement on the SSA science assessment.</p> <p><b>Activity:</b> Implement a Science Lab (Domain 1)</p> <p><b>Activity:</b> Expand the use of hands-On Science activities (Domain 1, 2)</p>	Pre/Post tests for Science labs grades 3-5 and Common Assessments and SSA	

<p><b>Action:</b> Increase Earth and Space Science sub-score via communication K-5 of Earth and Space Science content (Domain 2, 3)</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 (Domain 1, 2, 3)</p> <p><b>Activity:</b> Differentiate instruction</p> <p><b>Activity:</b> Third and fourth grade review to plan for the NGSSS Science</p>	

**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.)	
<p><b>Goal Name:</b> Healthy School Goal - Maintain GOLD Level recognition with the Alliance for a Healthier Generation.</p>	<p><b>Goal Manager:</b> Julie Woodka/Susan Manley</p>
<p><a href="#">Click here to enter text.</a></p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2014-15, school was recognized for SILVER national recognition. In 2015-16, school was recognized for GOLD national recognition. Eligible in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, 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 2016. Target for 2016-17, is to maintain eligibility for GOLD national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2017, 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 module that is now eligible for national recognition.</p>

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

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

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b>
100% of the Black students at Curtis will meet proficiency in Literacy and Math by Spring 2017, 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.	5% of the population is Black. 5/12 of the current 4 <sup>th</sup> and 5 <sup>th</sup> grade Black students scored a level 1 on the 2016 FSA. Success will be measured by these students meeting proficiency on the 2017 FSA in both reading and math.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>

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

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>

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

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

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

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	0	0	6	6	4	16	6
Students with attendance below 90 %	2	1	0	1	4	13	2
Students with excessive referrals**	0	0	0	0	0	0	0
Students with excessive course failures**	0	0	0	0	0	0	0
Students exhibiting two or more 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). 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**

<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.
60 students in grades K-5 will have perfect attendance for the 2016-17 school year as measured by the School Profile in EDS.	
<b>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>
Students will be recognized each grading period for perfect attendance at Open Court and with a small reward. Attendance will be addressed in a school newsletter and through School Messengers.	50 students had perfect attendance during the 2015-16 school year. This number will be increased by 10 for the 16-17 school year. Overall attendance at

	Curtis was 96.7% for the 15-16 school year.

**EWS - Discipline**

<b>Discipline Goal</b> Please ensure that your goal is written as a SMART goal.	
100% of all students will achieve 0 office referrals by May, 2017 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

<b>Discipline Goal – Other</b> (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
<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.

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<b>Early Intervention / Extended Learning Goal</b> Please ensure that your goal is written as a SMART goal
Goal:

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

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### Section 3 – Required Items / Resources

#### Instructional Employees

<b>Current Instructional Staff Members</b>			
# of Instructional Employees	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	8
% certified in-field**	100	% 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.

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

<p>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.</p>
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#### 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
Pamela	Metz-Easley	White	Principal
Tarvis	Redding	Black	Business/Community
Eda	Seibert	White	Parent
Xiang	Straley	Asian	Parent
Marcy	Streicher	Multi	Support Employee
Cynthia	Weclaw	White	Parent
Olivia	Wilson	Hispanic	Business/Community
		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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State Days / Intervals that Team meets below.
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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.

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

Use this space to paste budget, if desired.