

Pinellas County Schools

CURLEW CREEK ELEMENTARY SCHOOL

A word cloud graphic featuring various educational and improvement-related terms. The words are arranged in a cluster, with 'students' being the largest and most central word. Other prominent words include 'leadership', 'school improvement', 'success', 'learning', 'relationships', and 'growth'. Smaller words include 'mission', 'teaching', 'vision', 'instruction', 'areas of focus', 'achievements', 'ambitious', 'analysis', 'collaboration', 'supportive environment', 'resources', 'striving', 'family and community involvement', 'needs assessment', 'strategic planning', and 'college and career'. The words are in shades of blue and yellow. To the left of the word cloud is a circular logo featuring a stylized sun rising over a path that leads to a graduation cap.

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Curlew Creek Elementary is to be responsive to the academic, emotional, social, and individual needs of each child. Our goal is to develop critical thinkers and problem solvers who are prepared to be responsible, confident, and productive members of a diverse society.

Provide the school's vision statement

Vision: 100 % Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Katrina Schneider

Position Title

Assistant Principal

Job Duties and Responsibilities

School Improvement Leader

Leadership Team Member #2

Employee's Name

Michelle Brooks

Position Title

Teacher K-12

Job Duties and Responsibilities

School Improvement Leader of ELA

School Improvement Plan Writer

Leadership Team Member #3

Employee's Name

Dawn Avolt

Position Title

Teacher K-12

Job Duties and Responsibilities

School Improvement Leader of Mathematics

School Improvement Plan Writer

Leadership Team Member #4

Employee's Name

Jennifer Cocio

Position Title

Teacher K-12

Job Duties and Responsibilities

School Improvement Leader of Science

School Improvement Plan Writer

Leadership Team Member #5

Employee's Name

Deena Clendaniel

Position Title

Teacher K-12

Job Duties and Responsibilities

School Improvement Leader of Gifted

School Improvement Plan Writer

Leadership Team Member #6

Employee's Name

Kathy Brickley

Position Title

Principal

Job Duties and Responsibilities

School Leader, School Improvement Leader, work with SAC

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We utilize our school leadership team and School Advisory Council which is comprised of school staff including support staff, instructional staff, parents, and community members. We analyze STAR/FAST progress monitoring cycle data and other data relevant to our goal areas. We discuss best practices. We develop goals and action steps. After a draft plan is created, goals and actions steps are adjusted based on feedback from our stakeholders prior to finalizing the plan. Parents and community members also have the opportunity to provide input on our school website.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

A Professional Learning Plan is developed in alignment with the SIP as our roadmap. Potential revisions to the SIP are reviewed following each district assessment cycle. Data is reviewed to analyze student performance trends in meeting our goals. We discuss and monitor current goals and action steps. We review sections of our SIP during monthly school improvement team meetings and during our quarterly SAC meetings. Through the work of our MTSS/SBLT, CST, Team Leaders, and PLC's, we progress monitor our student subgroups focusing on those with the largest achievement gaps to determine if interventions are having a positive impact on student learning and if the achievement gap is closing, then make changes accordingly. A mid-year reflection and a 90-day action plan are also developed and implemented to address any identified deficiencies. Revisions are made to the 90-day action plan as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	33.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	61.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	13	19	13	6	12				63
One or more suspensions										0
Course failure in English Language Arts (ELA)					1					1
Course failure in Math						2				2
Level 1 on statewide ELA assessment				10	8	9				27
Level 1 on statewide Math assessment				9	8	10				27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	7	11	3	10						31
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	8	4	4	9	11					36

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				1	1	6				8

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	1	2						5
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		25	11	11	9	9				65
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				1	13					14
Level 1 on statewide Math assessment				1	12	7				20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	1	1	6						10

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2		1	3	6				12

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1		2						5
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	72			57	54	53	64	55	56
ELA Grade 3 Achievement **	71			50	54	53			
ELA Learning Gains	76						66		
ELA Learning Gains Lowest 25%	62						60		
Math Achievement *	81			69	61	59	68	51	50
Math Learning Gains	78						71		
Math Learning Gains Lowest 25%	61						49		
Science Achievement *	82			68	62	54	65	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	64			44	64	59	68		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	669
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	59%	64%	69%		67%	56%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	64%	No		
Black/African American Students	35%	Yes	2	
Hispanic Students	76%	No		
Multiracial Students	90%	No		
White Students	74%	No		
Economically Disadvantaged Students	67%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	2	
English Language Learners	44%	No		
Black/African American Students	35%	Yes	1	
Hispanic Students	55%	No		
Multiracial Students	68%	No		
White Students	64%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	60%	No		
Native American Students				
Asian Students				
Black/African American Students	60%	No		
Hispanic Students	56%	No		
Multiracial Students	50%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	72%	71%	76%	62%	81%	78%	61%	82%					64%
Students With Disabilities	44%	40%	76%	74%	51%	59%	47%	54%					
English Language Learners	27%		75%		67%	67%							86%
Black/African American Students	30%				40%								
Hispanic Students	70%	64%	83%		74%	79%		85%					
Multiracial Students	86%				93%								
White Students	75%	75%	78%	65%	84%	80%	57%	81%					
Economically Disadvantaged Students	66%	64%	67%	35%	74%	69%	60%	79%					90%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%	50%			69%			68%					44%
Students With Disabilities	29%	33%			34%			33%					
English Language Learners	11%				68%								53%
Black/African American Students	29%				41%								
Hispanic Students	49%	39%			68%			63%					
Multiracial Students	64%				71%								
White Students	60%	57%			72%			67%					
Economically Disadvantaged Students	46%	46%			58%			51%					50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	64%		66%	60%	68%	71%	49%	65%					68%
Students With Disabilities	27%		37%	33%	29%	41%	27%	17%					
English Language Learners	43%		65%		57%	65%							68%
Native American Students													
Asian Students													
Black/African American Students	41%		64%		53%	82%							
Hispanic Students	57%		58%	40%	63%	67%	42%	67%					50%
Multiracial Students	55%				45%								
Pacific Islander Students													
White Students	68%		69%	67%	72%	72%	48%	62%					
Economically Disadvantaged Students	51%		64%	60%	51%	63%	50%	56%					50%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Our overall science achievement showed the most improvement with 68% last year and 82% this year. An increased focus occurred in science as our fifth-grade teachers departmentalized and provided extended learning programs before/after school and during lunch.

Lowest Performance

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

Our overall ELA achievement showed the lowest performance. Fourth grade was our lowest performing grade with 68% of students meeting or exceeding expectations. This is the group of students who experienced the COVID pandemic when they were in Kindergarten. Students missed core face to face instruction for part of their Kindergarten year and much of their First grade year.

Greatest Decline

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

All our data components showed growth when compared to prior years.

Greatest Gap

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.

Our school exceeded the district and state achievement levels in ELA and Math and Science. In ELA, the state level in third grade was 55%, the district was 62% and third grade at Curlew Creek was 71%. In ELA, the state level in fourth grade was 53%, the district was 57% and fourth grade at Curlew Creek was 68%. In ELA, the state level in fifth grade was 55%, the district was 59% and fifth grade at Curlew Creek was 76%. In Mathematics, the state level in third grade was 61%, the district was 64% and third grade at Curlew Creek was 78%. In Mathematics, the state level in fourth grade was 58%, the district was 65% and fourth grade at Curlew Creek was 75%. In Mathematics, the state level in fifth grade was 56%, the district was 63% and fifth grade at Curlew Creek was 83%. In Science, the state level was 53%, the district was 64% and Curlew Creek was 82%. Our achievement levels

consistently exceed district and state levels.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Absenteeism is an area of concern in our early warning indicators. Our child study team will continue to focus on this area and will develop a schoolwide tiered program for communicating the importance of regular attendance and rewarding attendance. We do have self-contained Access Point classes with students that have medical needs with high absence rates.

Highest Priorities

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

1. Overall ELA achievement
2. Attendance
3. ESE achievement level
4. Black achievement level

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Cognitive engagement with content is a critical component of the learning experience. As teachers become more skilled in increasing cognitive engagement with content, they will see remarkable changes in students' abilities to process and understand new content. A classroom of scholars engaged in rigorous student-centered instruction in which collaboration, active thinking, and connections to real-world experiences are prioritized leads to consistent opportunities for formative assessment with feedback that drives learning and achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in Math will increase from 81% to 85% as measured by the PM3 FAST Assessment.

Proficiency in ELA will increase from 72% to 77% as measured by the PM3 FAST Assessment.

Proficiency in Grade 3 ELA will increase from 71% to 76% as measured by the PM3 FAST Assessment.

Proficiency in Science will increase from 82% to 85% as measured by the Florida Statewide Science Assessment.

ESE ELA student proficiency will increase from 44% to 50% as measured by the PM3 FAST Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Using district progress monitoring tools and state-level assessments, students will be progress monitored three times a year to assess proficiency in Math, ELA, and Science. Teachers will use formative assessments (ongoing, unit, benchmark, and observation) with feedback to drive instruction and increase cognitive engagement with content. Teachers will provide opportunities for students to

use feedback and monitor student use of feedback related to their learning goals to ensure positive outcomes. Peer and administrative walk-throughs will be regularly conducted with feedback. Data chats will be held after each assessment cycle to review successes and develop plans to close learning gaps.

Person responsible for monitoring outcome

Kathleen Brickley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

To maintain our focus on student cognitive engagement with content in all subject areas we will focus our Professional Learning Communities on the following strategies: fostering active thinking and connecting content to the real world, providing formative assessment with feedback, increasing collaboration opportunities that pose purposeful questions and drive meaningful discourse, and delivering memorable and relevant student experiences grounded in rigorous student-centered instruction related to student interests and background.

Rationale:

Explicit instruction Identifying critical content 1) full, clear expectations 2) teacher modeling 3) provide a "worked out" sample with full teacher explanation 4) teacher corrective feedback

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Cognitive engagement with content

Person Monitoring:

Kathleen Brickley

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue to deepen teacher understanding of the vertical progression and standards design in order to increase knowledge of what students are expected to master and increase student cognitive engagement with content. Foster active thinking. Increase collaboration opportunities. Provide TDEs to allow teachers to study cognitive engagement with content, deliver school-wide professional development, and monitor the impact on student achievement goals stated in the school improvement plan.

Action Step #2

Provide relevant student experiences.

Person Monitoring:

Kathleen Brickley

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. Provide meaningful tasks related to student interests.

Action Step #3

Empower students to own their learning.

Person Monitoring:

Kathy Brickley

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will consistently monitor for learning and provide actionable feedback. Students will be provided with consistent opportunities to use teacher feedback. Teachers and students together will monitor student growth. Teachers and students will look at all cycles of Cambium and Renaissance assessments to identify learning needs and develop and implement plans that lead to increased student achievement in those areas. Students will keep data folders and set learning goals following each assessment cycle.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible-until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students with disabilities will increase ELA proficiency from 44% to 50% as measured by the PM FAST Assessment 3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress monitoring cycles will be used to assess proficiency in ELA throughout the school year. Case managers and classroom teachers will also utilize ongoing assessments such as unit assessments, teacher observation, formative assessments, and analysis of student work to identify appropriate IEP goals and develop specially designed instruction for ESE students.

Person responsible for monitoring outcome

Katrina Schneider

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Explicit and direct instruction; multi-sensory approach to learning; orthographic and phonemic awareness; comprehension.

Rationale:

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible-until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data driven focus

Person Monitoring:

Katrina Schneider

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Meet regularly with the ESE team during PLC's and data chats. Case managers will identify student gaps in learning based on current assessment data. They will use this information to determine the appropriate service delivery model for each student. Teachers will use evidence-based practices to

teach foundational literacy skills needed to close gaps in learning. Each student will be provided multiple opportunities to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems or visual supports and other prompts to support student success with communicating what they are learning/have learned.

Action Step #2

Instructional planning

Person Monitoring:

Katrina Schneider

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Review data- both benchmark, assessment data, student performance Monitor teaching and learning for best practices including individual or small group instruction, multi-sensory learning, explicit and direct instruction, carry over of therapy strategies (OT, PT, Speech and Language), and social/emotional learning Provide opportunities for ESE and general education teachers to collaborate and co-plan for differentiation and specifically designed instruction.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Instructional practices designed and implemented according to evidence-based principles, specifically related to monitoring individual student learning.

Data shows that increased student differentiation and determining specific instructional strategies used with this subgroup should be monitored as it relates to successful student learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Black/African American students will increase ELA proficiency from 30% to 50% as measured by the PM FAST Assessment 3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress monitoring cycles will be used to assess proficiency in ELA throughout the school year. Classroom teachers will also utilize ongoing assessments such as unit assessments, teacher

observation, formative assessments, and analysis of student work to identify appropriate goals and develop instructional methods and differentiation strategies for black students.

Person responsible for monitoring outcome

Katrina Schneider, Kathy Brickley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

*Provide print rich, explicit, systematic, and scaffolded instruction *Teach students to decode words, analyze word parts, and recognize words *Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary *Provide instruction in broad oral language skills *Teach students how to use reading comprehension strategies

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Driven Focus

Person Monitoring:

Kathy Brickley

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Meet regularly with teachers during PLC's and data chats. Teachers will identify student gaps in learning based on current assessment data. They will use this information to determine the appropriate lesson delivery for each student. Teachers will use evidence-based practices to teach literacy skills needed to close gaps in learning. Each student will be provided multiple opportunities to engage in, and respond to, instruction and intervention. Students will have choices to support their success with demonstrating their learning.

Action Step #2

Instructional Planning

Person Monitoring:

By When/Frequency:

Katrina Schneider

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Review data - benchmark data, assessment data, student performance Monitor teaching and learning for best practices including individual or small group instruction, multi-sensory learning, explicit and direct instruction, and social/emotional learning. Plan for explicit and systematic instruction, scaffolding instruction/intervention, giving corrective feedback with opportunities to make corrections, and providing differentiation to meet individual student needs.

IV. Positive Culture and Environment**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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. Consistency with PBIS has had a positive impact on student behavior and achievement and continued focus will lead to increased learning gains in all areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The 2023 - 2024 school year showed a significant decrease in referrals and an increase in student achievement. To reinforce behaviors and expectations, a positive reward system is in place that includes classroom and schoolwide recognitions. Curlew Creek Elementary School will continue to use a PBIS online reward system to track and monitor student behavior and reinforcement of appropriate behaviors.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student PBIS surveys will be conducted and reviewed each quarter to review and revise recognition opportunities. Monthly reviews of school-wide trends for infractions and referrals will be studied during school improvement meetings in order to update PBIS rewards and deliver appropriate training to

support Tier 1 and Tier 2 behavior plans.

Person responsible for monitoring outcome

Katrina Schneider

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our interventions will be restorative practices and PBIS. These are research and evidence based programs.

Rationale:

A multi-faceted approach to building a positive school culture and environment includes a positive behavior support system, use of Restorative Practices with an equity mindset, and attendance monitoring and support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS data review

Person Monitoring:

Katrina Schneider

By When/Frequency:

May 2025/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Identify the expected behaviors (Guidelines for Success) 2. Teach, model, and practice what those behaviors look like, sound like, and feel like 3. Specifically praise appropriate behavior with private or public acknowledgments 4. Measure outcome data to determine successes and barriers to reaching the desired goals.

Action Step #2

Professional Development

Person Monitoring:

Katrina Schneider

By When/Frequency:

May 2025/quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After reviewing school-wide trends for behavior, training will be developed to promote positive behavior interventions at the Tier 1 and Tier 2 levels.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The process to review our school improvement funding allocations goes through our school advisory council (SAC), and school improvement leaders. Data and need rationale are presented to SAC for approval to utilize funds for instructional resources to support student needs.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Pay school improvement leaders for school improvement plan development and monitoring.

Purchase books for teacher book studies. TDE's for all teachers to visit other classrooms and planning. Reading materials for classrooms, Building Thinking Classroom materials

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00