| District VMV Goals | School Improvement Information | Data & Information Sources | AdvancED |
|---|---|---|---|
| Vision | Vision<br><br>District & School:  100% Student Success | Narrative | Standard 1-1.1, 1.2: Purpose |
| Mission | Mission<br><br>District:  Educate and prepare each student for college,  career, and life<br><br>School:  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.<br><br>2013-14 Goal:  All students will make learning gains in literacy, math, and science | Narrative | Standard 1-1.2: Purpose |
| Values | Values<br><br>District:<br>**COMMITMENT TO CHILDREN FAMILIES AND THE COMMUNITY**<br>• Making decisions and committing resources to attain each student's success<br>• Seeking out and connecting with families and community<br><br>**RESPECTFUL AND CARING RELATIONSHIPS**<br>• Establishing positive relationships among all stakeholders<br>• Using the district vision to guide intentions, motives, and actions<br><br>**CULTURAL COMPETENCE**<br>• Understanding individual differences and capitalizing on the beneficial value these differences bring to our school district<br>• Honoring the values, rights, and responsibilities of each individual<br><br>**INTEGRITY**<br>• Maintaining the highest standards of behavior, ethics, fairness, and honesty with ourselves and others | Narrative | Standard 1-1.3: Purpose |

| | | |
|---|---|---|
| • Committing to doing the right things for the right reasons<br>• Demonstrating fairness in our judgments and actions<br><br>**RESPONSIBILITY**<br>• Fulfilling commitments and promises through fact-based decision-making and problem solving<br>• Taking ownership of our own behaviors<br>• Seeking opportunities for continuous improvement<br><br>**CONNECTEDNESS**<br>• Teaming through internal and external partnerships by aligning efforts for the common purpose of each student's success<br>• Willing to share and transfer knowledge with others | | |
| **Part I: Current School Status** | | |
| **A. School Information** | | |
| 1. *School-Level Information* | | |
| ☐ School<br>Curtis Fundamental Elementary School | Narrative | |
| ☐ Principal's name<br>Pamela Metz-Easley | Narrative | |
| ☐ School Advisory Council chair's name<br>Debi Fiegle | Narrative | |
| 2. *District-Level Information* | | |
| ☐ District | ✓ | |
| **Pinellas County** | | |
| ☐ Superintendent's name | ✓ | |
| **Michael A. Grego Ed.D.** | | |
| ☐ Date of school board approval of SIP | ✓ | |

| | September 24, 2013 | | |
|---|---|---|---|
| | **B. School Advisory Council (SAC)** | | |
| 3 | 1. Describe the involvement of the SAC in the development of this school improvement plan. <br><br> The council was involved at the beginning of the planning session and during the writing process. The SAC members were given the opportunity to work with the teachers and staff to write the SIP.SAC will approve the final proposal at their September meeting. | Narrative | Standard 2-2.4, 2.5: Governance and Leadership |
| 3 | 2. Describe the activities of the SAC for the upcoming school year. <br> 3. Planning for enrichment activities, attendance at the first PTA meeting to explain what SAC is, and work on the SIP <br><br> The activities of the council for the upcoming school year will be to add student enrichment programs to the school. Key focus will be on correlating after school enrichment to the school curriculum to enhance student learning. The council will set educational priorities at the beginning of the year, provide leadership, create business and community partnerships, approve the SIP, and measure the effectiveness of the school by surveys, feedback and discussions. | Narrative | |
| 4 | 3. Describe the projected use of school improvement funds and include the amount allocated to each project. <br><br> To be determined but estimated for Student Enrichment Programs: $ 1200.00 | Narrative | |
| 3 | 4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: <br> xYes, we are in compliance. <br> ☐ No, we are not in compliance. | Narrative | |

| | | | |
|---|---|---|---|
| | 5. If no, describe the measures being taken to comply with SAC requirements. | Narrative | |
| | **C. Highly Qualified Staff** | | |
| | 1. *Administrators* | | |
| | For each of your school's administrators (principal and all assistant principals), complete the following fields: | | Executive Summary: Section 1 |
| | a) Name<br>b) Pamela Metz-Easley | Narrative | Executive Summary: Section 1 |
| 3 | c) Credentials (degrees and certifications)<br>d) BS in Ed (Elementary and SLD), MA in Elementary Ed. (EH), EdS in Educational Leadership | Narrative | Executive Summary: Section 1 |
| 3 | c) Number of years as an administrator  13 | Narrative | Executive Summary: Section 1 |
| 3 | d) Number of years at the current school;  3 | Narrative | Executive Summary: Section 1 |
| 1,2,3 | e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)<br>Average FCAT W score for 2013 was 4.1 (highest in Pinellas County), FCAT Reading and Math scores for 2013 were above District and State averages. Curtis maintained an A school grade for 2013.<br><br>f) | DecisonEd/DW | |
| | 2. *Instructional Coaches* | | Executive Summary: Section 1 |
| | For each of your school's instructional coaches, complete the following fields<br>Curtis does not have a full time literacy or math coach.  The District provides supplemental coaching assistance as needed. | | Executive Summary: Section 1 |
| | a) Name | Narrative | Executive Summary: Section 1 |

| | | | |
|---|---|---|---|
| | b) | | |
| | c)  Subject area<br>d) | Narrative | Executive Summary: Section 1 |
| | c) Credentials (degrees and certifications) | Narrative | Executive Summary: Section 1 |
| | e)  Number of years as an instructional coach<br>f) | Narrative | Executive Summary: Section 1 |
| | g)  Number of years at the current school<br>h) | Narrative | Executive Summary: Section 1 |
| 1,2 | f)  Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) | DecisionEd/DW | |
| | i)  Full-time or Part-time<br>j) | Narrative | Executive Summary: Section 1 |
| | k)  School-based or District-based<br>l) | Narrative | Executive Summary: Section 1 |
| | 3. *Instructional Staff* | | Executive Summary: Section 1 |
| | a)  # of instructional employees<br>b) 38 | DecisionEd/DW | Executive Summary: Section 1 |
| 3 | c)  % receiving effective rating or higher<br>d) 100% | Narrative | |
| 3 | c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) | Narrative | Executive Summary: Section 1 |
| | e)  % certified in-field, pursuant to Section 1012.2315(2), F.S.<br>f) 100% | Narrative | Executive Summary: Section 1 |
| 2 | e) % ESOL endorsed | DecisonED/DW | Executive |

| | | | |
|---|---|---|---|
| | 21.1% | | Summary: Section 1 |
| 2 | g) % reading endorsed<br>h) 5.3% | DecisionED/DW | Executive Summary: Section 1 |
| 3 | g) % with advanced degrees<br>h) 34.2% | DecisionED/DW | Executive Summary: Section 1 |
| 3 | i) % National Board Certified<br>j) 15.8% | DecisionED/DW | Executive Summary: Section 1 |
| | i) % first-year teachers<br>j) 2.6% | DecisionED/DW | Executive Summary: Section 1 |
| | k) % with 1-5 years of experience<br>l) 7.9% | DecisionED/DW | Executive Summary: Section 1 |
| | k) % with 6-14 years of experience<br>l) 36.8% | DecisionED/DW | Executive Summary: Section 1 |
| | m) % with 15 or more years of experience<br>n) 52.6% | DecisionED/DW | Executive Summary: Section 1 |
| | 4. *Paraprofessionals* | | Executive Summary: Section 1 |
| | a) # of paraprofessionals | Narrative | Executive Summary: Section 1 |
| | b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) | Narrative | Executive Summary: Section 1 |
| | 5. *Teacher Recruitment and Retention Strategies* | | |
| | a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.<br>b) Contact with potential candidates for future jobs is maintained throughout the year by the principal. These candidates are ones interviewed for previous positions and are viable candidates for future employment. Attendance at the District job fair is also used as an effective way to recruit highly qualified applicants | Narrative | Standard 2: Governance and Leadership |

| | | | |
|---|---|---|---|
| | for teaching positions.  Weekly PLC meetings, IPDPs, and monthly staff meetings focus on professional development. | | |
| | 6. *Teacher Mentoring Program/Plan* | | |
| | a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.<br><br>b) Curtis will have one new teacher this year.  The teacher is experienced in Pinellas County and in the grade level being taught but new to Curtis.  Mentor support will follow the collaborative partners model;  this is not a supplemented position but provides support through attending trainings with their grade level team and PLC meetings. | Narrative | Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning<br>Standard 5-5.2,5.5Using Results for Continuous Improvement |
| | **D.  Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)** | | |
| 4 | 1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.<br><br>Data chat meetings will be held bi-monthly with each grade level to review the data of all the students within the grade.  Students in math or reading needing additional support, according to the most recent district and state assessments, will be indentified prior to the meeting by the curriculum specialist and school counselor.  Each student will be written on an index card with all scores reported.  Those students will be individually discussed by the grade level team and sorted according to the academic area needing support.  Interventions will then be put in place for each student during the intervention block. Each student's progress | Narrative | Standard 3-3.7: Teaching and Assessing for Learning |

| | | | |
|---|---|---|---|
| | will be tracked and discussed at each data chat meeting throughout the year. | | |
| 4 | 2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?<br><br>Pam Metz-Easley, Principal; Beth Ziecheck, Curriculum Specialist; Melinda Watson, School counselor; Brandy Lathan, Kindergarten Teacher; Mandy Adams, 1st grade teacher; Cathy Fuhs, 2nd grade teacher; Linda Moon, 2nd grade teacher; Connie Dierking, 3rd grade teacher; Sharon Flory, 3rd grade teacher; Susan McElveen, 4th grade teacher; Jennifer Neubauer, 5th grade teacher; Becky Miklos, 5th grade teacher; Gayle Denny, teacher of the gifted<br><br>Facilitator-generates agenda and leads team discussions<br>Data Manager(s)/Coach(es)-assist team in accessing and interpreting the data<br>Recorder/Note Taker-documents meeting content and disseminates to team members in a timely manner<br>Time Keeper-helps keep time on task and within agreed upon time<br><br>Meetings are held the 2nd Wednesday of each month, 2:30pm | Narrative | Standard 2-2.4: Governance and Leadership |
| 4 | 3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. | Narrative | Standard 2-2.3,2.4: Governance and Leadership |

| | | | |
|---|---|---|---|
| | Systematic data review following each common Assessment cycle, SBLT monitoring of interventions and progress, adhere to District time allocations for instruction, scientific research based materials for instruction which align to CCSS, support staff as providers to assist classroom teachers | | |
| 5 | 4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance). PMRN, FCRR, Data Warehouse, EDS, FOCUS, FLDOE | Narrative | Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement |
| 4,5 | 5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. Staff meetings, individual team PLCs, individual teacher trainings on an as needed basis | Narrative | Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement |
| | **E. Increased Learning Time/Extended Learning Opportunities** | | |
| 2 | Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). Before and/or after school remedial and accelerated programs will be offered for literacy and math. Enrichment programs will be offered throughout the school year (i.e. chess, Drama, Keyboarding, Foreign Language, etc) as after school optional activities. | Narrative | Standard 3-3.1, 3.12: Teaching and Assessing for Learning |
| | **F. Literacy Leadership Team (LLT)** | | |
| 2 | 1. Identify the names and positions titles of the members of your school-based LLT. LLT: Connie Dierking, Jen Neubauer, Sharon Flory, Brandy | Narrative | Executive Summary: Section 1 |

| | | | |
|---|---|---|---|
| | Lathan, Linda Moon | | |
| 2 | 2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).<br><br>The LLT will meet each month with the primary responsibility of planning professional development for the staff related to the bridging of the CCSS into curriculum practices for the staff. | Narrative | Executive Summary: Section 1 |
| 2 | 3. What will be the major initiatives of the LLT this year?<br><br>Planning for monthly staff development at staff meetings, reviewing student data and ensuring appropriate remedial and enrichment in literacy at Curtis | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning |
| | **G. Every Teacher Contributes to Reading Improvement** | | |
| | This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S. | | |
| 2 | 1. Describe how the school ensures every teacher contributes to the reading improvement of every student.<br><br>All teachers are considered teachers of reading and expected to attend the professional development trainings/presentations throughout the year. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning |
| | **H. Preschool Transition** | | |
| | This section is required for schools with grades K-2. | | |
| 1,2 | 1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.<br><br>Kindergarten orientation is held in May with parents of students enrolled for the following year. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning |
| | **I. College and Career Readiness** | | |
| | This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S. | | |

| | | | |
|---|---|---|---|
| 1 | 1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? | Narrative | Standard 3-3.5: Teaching and Assessing for Learning |
| 1 | 2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful? | Narrative | Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems |
| 1 | 3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C. | Narrative | Standard 5-5.4: Using Results for Continuous Improvement |

## Part II: Expected Improvements

For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.

### A. Area 1: Reading

a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*

| Subject | Total # students | Prof Level 3 | | Prof Level 4 | |
|---|---|---|---|---|---|
| | | # students | % students | # students | % students |
| Math | 266 | 87 | 32.7 | 114 | 42.9 |
| Reading | 265 | 69 | 26 | 161 | 60.8 |
| Science | 88 | 32 | 36.4 | 34 | 38.6 |
| Writing | 88 | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | g | | | | | | | | |
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| 1 | | | | | | | | | |
| 1 | | | | | | | | | |
| | | | | | | | | | |
| 1 | | | | | | | | | |
| 1 | | | | | | | | | |

b) *Learning Gains*
c)

| | | |
|---|---|---|
| ☐ Students making learning gains (FCAT 2.0 and FAA) | DecisionED/DW FCAT 2.0 only | Assessment Matrix |

**Students making learning gains (FCAT 2.0 and FAA)**

| Subject | Total Student Count | # Students | % Students |
|---|---|---|---|
| Math | 266 | 113 | 42.5 |
| Reading | 265 | 109 | 41.1 |
| Science | 88 | | |
| Writing | 88 | | |

| | | |
|---|---|---|
| ☐ Students in lowest 25% making learning gains (FCAT 2.0) | DecisionED/DW | Assessment Matrix |

d) *Comprehensive English Language Learning Assessment (CELLA)*

| | # Students | Proficient # | Students % | |
|---|---|---|---|---|
| Listening | 8 | 3 | 37.5% | |
| Reading | 8 | 1 | 12.5% | |

| | | | | |
|---|---|---|---|---|
| Speaking | 8 | 3 | 37.5% | |
| Writing | 4 | 2 | 50% | |

*e)*

| 1 | |
| 1 | |
| 1 | |

| | *f)  Annual Measurable Objectives (AMOs)* | |
| | *g)* | |

☐ Student subgroups (i.e., American Indian, Asian,black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA

DecisionED/DW FCAT 2.0 only

Assessment Matrix

| Subject | Ethnicity | Total Students | Prof Level 3 # Students | Prof Level 3 % Students |
|---|---|---|---|---|
| Math | Asian | 6 | 5 | 83.3 |
| | Black | 23 | 8 | 34.8 |
| | Hispanic | 17 | 13 | 76.5 |
| | Two or more race | 13 | 11 | 84.6 |
| | White | 207 | 164 | 79.2 |
| | | | | |

| | | | Prof Level 3 | Prof Level 3 |
|---|---|---|---|---|

1

| Subject | Ethnicity | Total Students | # Students | % Students |
|---|---|---|---|---|
| Reading | Asian | 6 | 5 | 83.3 |
| | Black | 23 | 13 | 56.5 |
| | Hispanic | 17 | 15 | 88.2 |
| | Two or more race | 13 | 12 | 92.3 |
| | White | 206 | 185 | 89.8 |
| | | | Prof Level 3 | Prof Level 3 |
| Subject | Ethnicity | Total Students | # Students | % Students |
| | Asian | 3 | 1 | 33.3 |
| | Black | 6 | 1 | 16.7 |
| | Hispanic | 9 | 8 | 88.9 |
| | Two or more race | 5 | 5 | 100 |
| | White | 65 | 51 | 78.5 |
| | | | Prof Level 3 | Prof Level 3 |
| Subject | Ethnicity | Total Students | # Students | % Studetns |

| Writing | Asian | 1 | 0 | 0 |
|---|---|---|---|---|
| | Black | 9 | 0 | 0 |
| | Hispanic | 6 | 0 | 0 |
| | Two or more race | 4 | 0 | 0 |
| | White | 68 | | |

| Subject | Total Student Count | Prof Level 3 for ESE<br># Students | Prof Level 3 for ESE<br>% Students |
|---|---|---|---|
| Math | 13 | 9 | 69.2 |
| Reading | 13 | 9 | 69.2 |
| Science | 3 | 2 | 66.7 |
| Writing | 5 | | |

| | | Prof Level 3 for ELP | Prof Level 3 for ELP |
|---|---|---|---|
| Math | 1 | 0 | 0 |
| Reading | 1 | 0 | 0 |
| | | | |
| | | Prof Level 3 for ED | Prof Level 3 for ED |
| Subject | Total Student count | # Students | % Students |

| Math | 40 | 26 | 65 | | |
|---|---|---|---|---|---|
| Reading | 40 | 30 | 75 | | |
| Science | 10 | 7 | 70 | | |
| Writing | 9 | | | | |

| | | |
|---|---|---|
| *f) Postsecondary readiness* | | |
| The following data shall be considered by high schools. | | |
| ☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.* | DecisionED/DW | Assessment Matrix |
| **Goal 1 to support target(s):**<br><br>The number of students proficient in reading (Level 3-5) will increase from 86% to 90% as measured by the 2014 FCAT.<br><br>The number of Black students proficient in reading (Level 3-5) will increase from 57% to 61% as measured by the 2014 FCAT. | Narrative | |
| **Possible Data Sources to Measure Goal 1**:<br><br>2014 FCAT-Reading; administrator walk-through data; observations by coaches, learning specialist | Narrative<br>DecisionED | |

| Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets) | 2012-13 Actuals | | 2013-14 Targets | |
|---|---|---|---|---|
| | # | % | # | % |
| 1. Reading, FCAT 2013 indicated that Curtis has had stable scores over the last three years;  however, AMO's have not been met; | 230 | 86 | 239 | 90 |
| 2.Reading, FCAT 2013 indicated that the Black students at Curtis | # | % | # | % |

| | | | | 13/23 | 57% |
|---|---|---|---|---|---|
| 3. | | # | % | # | % |
| **Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)** | | | | | |
| **Action 1-** Close reading of complex tests will happen in whole and small group instruction in all grade levels in order to strengthen summarizing, literary analysis and inferencing.  These strategies will be measurable through walk-thru's, lesson plans, and growth in student FAIR assessments three times per year. | Narrative | | | | |
| **Action 2-** Teachers will use differentiated instruction and small group work for students needing additional assistance, with specific skills as measured by Common Assessments. Groups will be flexible and fluid based on the needs of students.  Growth will be monitored through the use of monthly reading skill assessments along with grade level Common Assessments. | Narrative | | | | |
| **Action 3-** | Narrative | | | | |
| **Action 4-** | Narrative | | | | |
| Plan to Implement Action 1a: monthly staff meetings will focus on professional growth for the instructional staff on writing, speaking. Iistening, and reading strategies following Common | Narrative | | | | |

| | | |
|---|---|---|
| Core Standards. Professional growth will be notated during walk through, lesson plans, student scores, and other methods throughout the school year. | | |
| **Plan to Implement Action 1b:** Grade level PLCs (2X a month) will focus on the professional development and trainings that are presented at the monthly staff meetings. Teachers will visit other classrooms to observe implementation of these strategies in both lessons and student work.  Measurement of student performance will be through response journals, observation, and formative and summative assessments. | Narrative | |
| **Plan to Implement Action 2:** Differentiated instruction as presented in research based materials will be used in small groups in all classrooms.  Progress will be monitored through student progress on FAIR assessments, Common Assessments and teacher made assessments.  Materials used and differentiated instruction will be notated in walk thrus and lesson plans, | Narrative | |
| **Plan to Implement Action 4:** | Narrative | |
| **B.  Area 2: Writing** | | |

| a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) | | | | DecisionED/DW | Assessment Matrix |
|---|---|---|---|---|---|
| | | Score 3.5+ | Score 3.5+ | | |
| Subject | Total Student | # Students | % Students | | |

| | | Count | | | | |
|---|---|---|---|---|---|---|
| | Writing | 88 | 81 | 92 | | |
| | *b)* | | | | | |
| 1 | | | | | | |
| | | | | | | |
| 1 | | | | | | |

| | **Goal 2 to support target(s):**  Curtis has maintained writing scores above the District and State averages over the last three years;  however, implementation of the CCSS will require writing in all subject areas.  So, the goal will be to maintain over 90% of students scoring a 4.0 on the FCAT Writes in 2014.  The number of Black students proficient in writing, as evidenced by the FCAT Writes, 2013 was 78% (7 out of 9 students);  so the goal will be to obtain 90% of the Black students scoring a 4.0 on the FCAT Writes in 2014. | Narrative | | | | |
|---|---|---|---|---|---|---|
| | **Possible Data Sources to Measure Goal 2**:  FCAT Writes-2014, walk through data from administrators and coaches, lesson plans, and class grade books | Narrative | | | | |

| | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)** | **2012-13 Actuals** | | **2013-14 Targets** | |
|---|---|---|---|---|---|
| | 1. The number of students scoring at a 3.5 or greater | 81 81 | % 92 | # | % |

| | | | | 84 | 95 |
|---|---|---|---|---|---|
| 2. The number of students scoring at a 3.5 or greater | # | % | #<br>8 | %<br>90 |
| 3. | # | % | # | % |
| **Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)** | | | | |
| **Action 1**-Teachers will include writing in all lessons (reading, writing, math, and science). Evidence of growth will be through student journals and assignments, scored using the county rubrics and/or teacher created rubrics. | Narrative | | | |
| **Action 2**-Teachers will include writing in all lessons (reading, writing, math, and science). Evidence of growth will be through student journals and assignments, scored using the county rubrics and/or teacher created rubrics. | Narrative | | | |
| **Action 3-** | Narrative | | | |
| **Action 4-** | Narrative | | | |
| **Plan to Implement Action 1:**<br><br>Monthly staff meeting trainings will include writing in all content areas. Evidence will be in agendas, meeting notes, and implementation in classrooms. | Narrative | | | |

| | | | |
|---|---|---|---|
| | **Plan to Implement Action 2:** | Narrative | |
| | **Plan to Implement Action 3:** | Narrative | |
| | **Plan to Implement Action 4:** | Narrative | |
| | **C.  Area 3: Mathematics** | | |
| | 1. *Elementary and Middle School Mathematics* | | |
| | The following data shall be considered by elementary and middle schools. | | |
| | *a)  Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | Assessment Matrix |
| 1 | ☐ Students scoring at Achievement Level 3 <br> 87 or 32.7 % | DecisionED/DW | Assessment Matrix |
| 1 | ☐ Students scoring at or above Achievement Level 4 <br> 114 or 42.0% | DecisionED/DW | Assessment Matrix |
| | | | |
| 1 | | DecisionED/DW | Assessment Matrix |
| 1 | | DecisionED/DW | Assessment Matrix |
| | *c)  Learning Gains* | | |
| 1 | ☐ Students making learning gains (FCAT 2.0, EOC, and FAA) <br> 113 or 42.5% | DecisionED/DW FCAT 2.0 only | Assessment Matrix |
| 1 | ☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | DecisionED/DW FCAT 2.0 only | Assessment Matrix |
| | *d)  Annual Measurable Objectives (AMOs)* | | |
| 1 | ☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA <br> See data on p. 9 | DecisionED/DW FCAT 2.0 only | Assessment Matrix |

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| | **Goal 1 to support target(s):**<br><br>1a.To increase the number of students meeting expectations in math from 75% to 86% as measured by the 2014 FCAT<br><br>1b.For the Black students the goal will be to increase the number of students meeting expectation in math from 35% to 56% as measured by the 2014 FCAT | Narrative | |
| | **Possible Data Sources to Measure Goal 3:**<br><br>FCAT Math 2014 | DecisionED/DW | |
| 1 | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**<br><br>1aThe number of students scoring 3 or higher on FCAT 2014, Math will increase from 76% to 86% | **2012-13 Actuals**<br>76% of grades 3-5 | **2013-14 Targets**<br><br>Target AMO 86% |
| 1 | | # | % |
| | 1b. For the Black students, 35% (8/23) scored a level 3 or above on the 2013 Math FCAT | # | % |
| 1 | 3. | # | % |
| | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** | | |
| 1 | **Action** 1a- Teachers will implement the 8 mathematical practices into daily math lessons as demonstrated during walk throughs, | Narrative | |

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| | practice listed on daily agenda & in teacher lesson plan books. | | |
| | **Action** 1a- Teachers will participate in professional development to become familiar with and implement CCSS mathematical content.  Attendance will be measured with sign in sheets with transference of CCSS math content being visible in daily lessons, student journals, and room arrangements. | Narrative | |
| 1 | **Action** 1a- Teachers will develop and implement formative assessment strategies. PLC notes will denote strategies developed by grade level teams and implementation denoted in walk through, coach visits, lesson plans, along with visible signs in the classroom. | Narrative | |
| | **Action** 1b Teachers will use strategies of differentiation that are research based to address struggling students. PLC notes will denote strategies used by grade level teams and implementation denoted in walk through, coach visits, lesson plans, along with visible signs in the classroom. | Narrative | |
| | **Plan to Implement Action 1**: Monthly staff meetings will include team work related to CCSS. Teams will share strategies, lessons, videos, related to CCSS that are being implemented in classrooms, both things that work and things that didn't. | Narrative | |

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| | Agendas and meeting notes will capture content shared. | | |
| 1 | **Plan to Implement Action 2:** professional development by District Math Coach on Sept. 13th | Narrative | |
| 1 | **Plan to Implement Action 3:** Monthly PLC/planning time to work on assessment development<br><br>**Plan to Implement Action 4:** Classroom teachers will plan with their teams during weekly PLC/team meetings for differentiation of instruction to address struggling students. Gains will be shared at monthly data meetings. | Narrative | |
| | | Narrative | |
| | **D. Area 4: Science** | | |
| 1 | 1. *Elementary and Middle School Science* | | |
| 1 | The following data shall be considered by elementary and middle schools. | | |
| | a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*<br>b) | | Assessment Matrix |
| | ☐ Students scoring at Achievement Level 3<br>36% of 88 students | DecisionED/DW | Assessment Matrix |
| 1 | ☐ Students scoring at or above Achievement Level 4<br>26% of 88 students | DecisionED/DW | Assessment Matrix |
| 1 | | | |

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| **Goal 4 to support target(s):**<br><br>To increase the number of students scoring a level 3-5 in science as measured by the 2014 Science FCAT from 75% to 80% | | |

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| **Possible Data Sources to Measure Goal 4**:<br><br>2014 FCAT Science | DecisionED/DW | |

| Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) | 2012-13 Actuals | | 2013-14 Targets | |
|---|---|---|---|---|
| 1.the number of students scoring a level 3-5 in science on the 2014 FCAT | #<br>66 | %<br>75 | #<br><br>71 | %<br><br>80 |
| 2. | # | % | | |
| 3. | # | % | | |

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| **Action Plans (strategies)  to Accomplish Goal 3 (reduce or eliminate barriers)** | | |
| **Action 1-**all classes K-5 will use the scientific process to display what has been learned from each science unit throughout the year –Earth, Physical, Life | | |
| **Action 2-** | | |
| **Action 3-** | | |
| **Action 4-** | | |
| **Plan to Implement Action 1:** | | |

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| | Review of the scientific method will be shared with staff at a training in September | | |
| | **Plan to Implement Action 2:** | | |
| | **Plan to Implement Action 3:** **Plan to Implement Action 4:** | | |
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| | 2. | **#** | **%** |
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| | **H. Area 8: Early Warning Systems** | | |
| | | | |
| | 1. *Attendance* | | |
| 1 | ☐ Students tardy 10 percent or more, as defined by district attendance policy | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement |
| 1 | ☐ Students absent 10 percent or more, as defined by district attendance policy 7 | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement |
| | 2. *Suspension* | | |
| 1 | ☐ Students with one or more referrals 8 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| 1 | ☐ Students with five or more referrals 0 | DecisionED/DW | Standard 5: Using Results for Continuous |

| | | | Improvement |
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| | ☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.<br><br>0 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| | ☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S<br><br>0 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| | ☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.<br><br>0<br>☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.<br><br>0 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| 1 | | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| 1 | ☐ Students with ten or more in-school or out-of-school suspension days<br><br>0 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| | ☐ Students referred for alternative school placement<br><br>0 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| | ☐ Students expelled<br><br>0 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| 1 | 3. *Retention* | | |
| 1 | ☐ Students retained<br><br>1 | DecisionED/DW | Standard 5: Using Results for Continuous |

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| | | | Improvement |
| | ☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.<br><br>0 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| 1 | o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses<br><br>no students were retained in 3rd grade | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| 1 | ☐ Students off track for graduation based on credits required to date for their cohort | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| | 4.  *Dropout Prevention* | | |
| 1 | The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.<br>☐ Students dropping out of school, as defined in s.1003.01(9), F.S. | DecisionED/DW assuming drop out codes are W22 and w15 | |
| 1 | | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| 1 | ☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
| 1 | ☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.<br>☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |

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| 1 | **I.  Area 9: Parent Involvement** | | | |
| 1 | Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b). | Narrative | | |
| | Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). Curtis Fundamental has strong parental involvement.  Expectations of volunteering are high.  There was over 10,000 hours of volunteering during the 2012-13 school year.  Parents are required to attend every PTA meeting. | | | |
| | **J.  Area 10: Additional Targets** | | | |
| | This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.  Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed. **K. Problem-Solving** | | # 71 | % 80 |
| | Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational | Narrative | # | % |

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| data such as climate surveys and classroom walkthroughs may also be used as available and relevant.<br>☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. Goal #1: Area of Impact: All Content Areas and Student Engagement<br>Provide rigorous grade level instruction along with differentiated support and scaffolding leading to student engagement and understanding of complex text. | | | | |
| | Goals to address subgroups not meeting AMO targets were provided in the goals section of this SIP | Narrative | # | % |
| | • ☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal. Understanding of rigor (complexity of text versus instructional rigor)<br>• Curriculum and instruction does not engage students in authentic higher order, cognitively complex literacy tasks.<br>• Data is collected (i.e. Notebooks, Checks for Understanding, Classroom Assessments, rubrics) but not utilized to inform instruction based on student needs<br>• Staff needs additional professional development and coaching on Close Reading Process to engage understanding of text complexity.<br> o Misconceptions about what Close Reading is and the components | Narrative | | |

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| | ○ Teachers skip modeled and guided practice because of confidence in their ability to control the classroom during less teacher directed activities <br> ○ Teachers require more technical assistance to plan utilizing close reading for text complexity and  lesson plan format <br><br> Teachers lack access to demonstration classrooms for the implementation Close Reading for text complexity understanding. | |
| | ➤ ☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). Understanding of rigor (complexity of text versus instructional rigor) <br><br> ➤ Data is collected (i.e. Notebooks, Checks for Understanding, Classroom Assessments, rubrics) but not utilized to inform instruction based on student needs <br> ➤ Staff needs additional professional development and coaching on Close Reading Process to engage understanding of text complexity. <br> – Misconceptions about what Close Reading is and the components | Narrative |

- Teachers skip modeled and guided practice because of confidence in their ability to control the classroom during less teacher directed activities
- Teachers require more technical assistance to plan utilizing close reading for text complexity and lesson plan format

➢ Curriculum and instruction does not engage students in authentic higher order, cognitively complex literacy tasks.

➢ Teachers lack access to demonstration classrooms for the implementation of Close Reading.

Data used to Validate:

- Walkthrough data indicates majority of observed instruction included explicit instruction and independent practice using complex text.
- Guided practice with teacher support and feedback observed in approximately 80% of the classrooms resulting in approximately 80% students engaged in lesson
- Guided practice with peer support and feedback was observed in 80% of the classroom with 80% of the students engaged
- Walkthrough data results indicate very little evidence of higher order questioning
- Walkthrough data results indicate most tasks were low complexity: Requiring recall and memorization

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| <ul><li>☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. Instructional Leaders/Coaches</li><li>District Specialist and Coaches</li><li>Common Planning with guided support</li><li>On-site Professional Development</li><li>District Professional Development</li></ul> | Narrative | |
| <ul><li>☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.</li><li>Develop a clear understanding of rigorous instruction and cognitive complexity</li><li>Determine common data collection tools/checks for understanding to support teachers in identifying students understanding of information in order to provide targeted instruction matched to student need.</li><li>Set up professional development/on-site training to engage in lesson plans that embed Close Reading for text complexity understanding.</li></ul> | Narrative | |
| ☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. Develop a clear understanding of rigorous instruction and cognitive complexity<br>**What**: Agenda for staff training at school will include time to define with staff Rigorous instruction and Cognitive Complexity- Use | Narrative | |

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| | protocol to facilitate<br>**Who**: Principal<br>**Where**: Media<br>**When**: (date) determine need for a smaller group to convene and compile various definitions in order to create one definition with consensus. Use various communication tools to share revised definition with staff<br><br>Determine common data collection tools/checks for understanding to support teachers in identifying students understanding of information in order to provide targeted instruction matched to student need.<br>Set up professional development/on-site training to engage in lesson plans that embed Close Reading for text complexity understanding<br>**What:** Guided Planning sessions will include ways to assess student learning and use a gradual Close Reading approach to support student engagement<br>**Who:** Grade level/content area teachers, instructional leaders<br>**Where:** Rotates depending on PLC<br>**When:** During weekly PLC time | | |
| | ☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). **Strategies to capture Quality of Implementation**:<br>**What**: Walkthrough observing Close Reading used to teach text complexity understanding -Student Work products for transfer of | Narrative | |

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| | learning- random selection of classes<br>**Who**: Administrators<br>**Where**: 5 Classrooms per administrator to be determined through random selection<br>**When**: 5 classrooms per week across content areas<br><br>**What**: Feedback of Professional Development/on-site support opportunities<br>**Who**: Administrators<br>**Where**: During Administrator meetings<br>**When**: After each scheduled on site Professional development | | |
| | ☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). **What:** Data Compiled and collected during walkthrough observations Feedback/Survey/Focus groups of teachers and students<br>**Who**: Leadership team<br>**Where:** Conference room during SBLT<br>**When:** (date) SBLT<br>**Communication Plan:**<br>  • Data shared with staff during staff meetings<br>  • Engage in problem-solving with stakeholders to determine next steps for support and effectiveness of strategies for meeting the needs of students | Narrative | |
| | **Part III: Professional Development** | | |

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| | For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.<br>☐ Related goal<br>reading, writing, math and science goals | Narrative | |
| | | Narrative | |
| 1 | ☐ Topic, focus, and content<br>Professional development to connect the CCSS with teaching practices will be provided at monthly staff meetings. The focus of all meetings will be to help teachers in using reading, writing, speaking and listening in all lessons | Narrative | |
| 1 | ☐ Facilitator or leader<br>The school Leadership Team will be the presenters. | Narrative | |
| 1 | ☐ Participants (e.g., Professional Learning Community, grade level, schoolwide)<br>Grade levels K-5 and specialists | Narrative | |
| 1 | ☐ Target dates or schedule (e.g., professional development day, once a month)<br>The third Monday of each month from 2-4pm | Narrative | |
| 1 | ☐ Strategies for follow-up and monitoring<br>Implementation of strategies and techniques learned will be monitored from weekly walk-throughs and follow up discussions within grade level PLCs | Narrative | |
| 1 | ☐ Person responsible for monitoring<br>Principal, Coaches | Narrative | |
| 3 | **Part IV: Coordination and Integration** | | |
| | Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school. | Narrative | |

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| | **Part V: Budget** | | |
| | Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:<br>☐ Related goal | Narrative | |
| 1 | Reading, writing, math, and science | Narrative | |
| 1 | ☐ Strategy<br>1.SAC will be planning and facilitating enrichment activities after school to support what is being taught in reading, writing, math, and science throughout the school year<br>2.5 staff members will attend the FCTM conference in September, 2013 | Narrative | |
| | ☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)<br><br>1.Programs<br>2. Professional development | Narrative | |
| | ☐ Description of resources | Narrative | |
| 1 | ☐ Funding source SIP funds, | Narrative | |
| 1 | ☐ Amount needed<br>1.expected to be $1500<br>2.FCTM conference costs, not to exceed $600<br>3.other professional development, not to exceed $577 | Narrative | |

| Part VI: Mid-Year Reflection | | | | |
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| This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK. | | | | |
| ☐ Has the goal been achieved?<br>o If yes, what evidence do you see to indicate you have achieved the goal? | Narrative | | Standard 5: Using Results for Continuous Improvement | |
| | Narrative DecisionED | Standard 5: Using Results for Continuous Improvement | **#** | **%** |
| o If no, is desired progress being made to accomplish the goal? | Narrative DecisionED | Standard 5: Using Results for Continuous Improvement | **#** | **%** |
| ☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? | Narrative DecisionED | Standard 5: Using Results for Continuous Improvement | # | % |
| ☐ If no, have the originally targeted barriers been eliminated or reduced? | Narrative | | Standard 5: Using Results for Continuous Improvement | |
| ☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced? | Narrative DecisionED | | Standard 5: Using Results for Continuous Improvement | |

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| | ☐ If no, are the original strategies being implemented with fidelity as designed? | Narrative | Standard 5: Using Results for Continuous Improvement |
| | o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. | Narrative | Standard 5: Using Results for Continuous Improvement |
| | o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | | Standard 5: Using Results for Continuous Improvement |
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