Durrance Elementary

2015-16 School Improvement Plan

Durrance Elementary

8101 BENRUS ST, Orlando, FL 32827

www.ocps.net/lc/southeast/edu

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	80%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Building and fostering relationships with our students is an ongoing process that is addressed throughout the school year. Our teachers begin this process on the first day of school. They begin each school day by greeting every student in a positive, but fun, interactive way. By doing so, one can assess if the student is having a good morning thus far, and if not try to get to the problem immediately in order for that student to have a successful academic and social day. An "all about me" or "getting to know you" project that is done in school and at home is designed to enlighten the teachers of the family make-up and of the cultural differences within their classroom.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school fosters an environment of open communication between students and teachers in order for every student to feel valued and respected. Teachers integrate monthly character traits into their daily lessons and interactions, and explicitly teach students about appropriate behaviors through CHAMPS. If a social, emotional, or behavioral issues arises beyond the teacher's scope of helpfulness, we have an onsite counselor and a mentor who can support the child. If there is something more serious, additional resources can be provided (including social work referrals, and SEDNET counseling). We also are a "Bully-Free" school and will not tolerate any student making another student feel unsafe or threatened while here at Durrance.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Durrance we have adopted the school wide behavior program called CHAMPS. We will be doing professional development training throughout the school year to assist teachers with the implementation of CHAMPS. Listed below is a brief outline of CHAMPS, and how this behavior management strategy will be implemented in the classroom.
CHAMPS strategies are easy to implement and will:
•Reduce classroom disruptions and office referrals
•Improve classroom climate
•Increase student on-task behavior
•Establish respectful and civil interactions
By following the effective, research-based practices outlined in CHAMPS, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. Expectations

to clarify are:

Conversation: Can students talk to each other during this activity?

Help: How do students get the teacher's attention and their questions answered?

Activity: What is the task/objective? What is the end product?

Movement: Can students move about during this activity?

Participation: How do students show they are fully participating? What does work behavior look/sound like?

Success: When students meet CHAMPS expectations, they will be successful!

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Durrance Elementary School provides a culture rich in positive behavioral support, including character education, positive reinforcement and celebrating student success. Whether it is a reward party or celebration for wearing uniforms, AR goals, or online program use, our students are able to thrive with a positive support system. We celebrate our Principal Award winners weekly as well. For students with more intensive needs, students have counselor services, and outside services are provided by our SEDNET agencies including one-on-one counseling.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Durrance Elementary School has created a list of early warning indicators. Administration and Launch Team will keep a close look at these students in order to monitor their academic achievement.

1. Attendance Below 90 – Number of students who had an attendance rate of less than 90 percent during the 2014-2015 school year.

2. SUSPENSION – Number of students who had at least one suspension during the 2014-2015 school year.

3. CRS FAIL – Number of students who received a failing grade in a Math or English/Language Arts course for the 2014-2015 school year.

4. TWO OR MORE INDICATORS - Number of students who had two or more of the three EWS indicators above during the 2014-2015 school year.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	8	10	9	7	13	55
One or more suspensions	0	0	1	0	4	1	6
Course failure in ELA or Math	15	27	27	37	40	18	164
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	4	4	5	7	9	7	36

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The administration and Launch Team members monitor the performance of all students.
We utilize the following data sources:
• Ongoing formative assessments
• Diagnostic assessments (including iReady)
• Progress Monitoring (Tier II – every 20 days; Tier III – every 5 days)
• Teacher observations
• Common summative assessments
• Attendance monitoring
• Weekly data meetings by team that rotate focus between Math, Reading and Writing
• Fluid intervention groups to monitor student growth and progress
• Constant and consistent use of data to support students' needs and to determine resources
• Weekly PLC meetings with school leadership present to provide support and suggestions for growth
For the students who are not being successful, we take them through the MTSS process.
In order to provide support and assistance in building a culture of MTSS understanding and problem-solving usage, Durrance Elementary will be applying research-based, data literate opportunities for growth. These include, but are not limited to:
• Staff Professional Development
• Coffee Crews (voluntary professional development opportunities)
• Leadership participation and guidance at weekly PLCs
• Weekly data meetings to provide support

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/215891.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Durrance Elementary School is always looking for ways to increase partnerships with the local community. The Assistant Principal is also the Partners-In-Education (PIE) Coordinator. She has the task of making and sustaining partnerships with different businesses around the school. Our partnerships have supported our school and have helped in increasing student achievement. One

example of these partnerships is Mike's Italian Ice. Through our Media Specialist, the teachers assign Accelerated Reading (AR) goals to every student every quarter. Those students who meet their AR goal receive a Popsicle, and a card from Mike Italian Ice for 15% off an ice cream. If the students collect all four cards, they will receive a free item from Mike Italian Ice.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Charlton, Mark	Principal
Daniels, Jennifer	Instructional Media
Christian, Holly	Instructional Coach
Fabian, Yaritza	Instructional Coach
Klena, Sarah	Guidance Counselor
Beckler, Kimberly	Assistant Principal
Barney, Danielle	Instructional Coach
Camacho, Sasha	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

• Mark Charlton – Principal
-Leads/Facilitates weekly data meetings and discusses expectations with teachers
-Requires teachers to identify those projected to perform below grade level in Reading, Writing, Math, and Science
-Requires teachers to identify their students' areas of need, requiring data to support their decisions
-Requires teachers to identify the types of intervention being provided for those students and the research based materials being used
-Provides frequent observation of teachers with meaningful feedback to support teacher growth in the Marzano Instructional Framework
-Progress monitoring of teacher and student data to drive PD opportunities and development of systems that support growth
-Assists with monitoring of collaborative, standards based lesson planning and data driven PLCs
-Monitors student growth with the use of formative assessments, Diagnostic testing, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups
• Kimberly Beckler – Assistant Principal
-Assists with the facilitation of weekly data meetings
-Provides teachers with resources and assistance analyzing data
-Assists with monitoring of collaborative, standards based lesson planning and data driven PLCs
-Offers support for effective ways to progress monitor students and make decisions about their academic needs
-Progress monitoring of teacher and student data to drive PD opportunities and development of systems that support growth
-Provides frequent observation of teachers with meaningful feedback to support teacher growth in the

Marano Instructional Framework
• Sasha Camacho – Curriculum Resource Teacher
-Provides support for teachers on the implementation of the Multi-Tiered System of Support (MTSS)
-Provides intervention for 1st grade students
-Provides support for 1st grade teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs
-Provides frequent observation of teachers with meaningful feedback to support teacher growth in the Marano Instructional Framework
• Holly Christian – Reading Coach
-Provides support for teachers on the implementation of the Multi-Tiered System of Support (MTSS)
-Provides professional development on the implementation of effective resources for ELA interventions
-Provides intervention for Kindergarten and 3rd grade students
-Provides support for Kindergarten and 3rd grade teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs
-Provides weekly support for all collaborative, standards based planning teams (Reading)
-Provides frequent observation of teachers with meaningful feedback to support teacher growth in the Marzano Instructional Framework
• Yartiza Fabian – CT
-Provides support for our ESOL student population
-Coordinates the MTSS process
-Coordinates Magnet Program and STEM initiatives
-Provides strategies, resources, and support for teachers who have ESOL students in their classrooms
-Provides intervention for 2nd grade students
-Provides support for 2nd grade teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs
-Provides frequent observation of teachers with meaningful feedback to support teacher growth in the Marano Instructional Framework
• Sarah Klena – Instructional Resource/Guidance
-Provides support with progress monitoring students to determine effectiveness of interventions being provided
-Provides professional development for Math instruction and intervention
-Provides strategies, resources, and support to teachers for math
-Provides strategies, resources, and support for teachers for student social/emotional needs and behaviors
-Provides intervention for 4th and 5th grade students
-Provides support for 4th and 5th grade teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs
-Provides weekly support for all collaborative, standards based planning teams (Math)
-Provides frequent observation of teachers with meaningful feedback to support teacher growth in the Marzano Instructional Framework
• Danielle Barney – Staffing Specialist
-Provides support with progress monitoring students to determine effectiveness of interventions being provided
-Provides strategies, resources, and support to teachers with ESE support
-Provides strategies, resources, and support for teachers for student social/emotional needs and behaviors
-Provides support for ESE teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs
-Provides frequent observation of teachers with meaningful feedback to support teacher growth in the Marzano Instructional Framework

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Using data such as common assessments (formative and summative), iReady Diagnostic testing, IOWA testing, DRA, and F&P, students are identified as needing interventions in one or more of the 5 major areas of Reading. Monday PLCs and Friday data meetings follow a structured schedule so that specific data can be analyzed and decisions can be made regarding interventions. On specified days, resource personnel are required to be present at these meetings in order to coordinate all services (ESE, MTSS, ELL). As a team, teachers, administrators, coaches, and resource staff work together to analyze student needs and to make instructional decisions accordingly. Students who are determined to be Tier 2 receive additional progress monitoring along with their daily interventions. These interventions take place every morning (during First Intervention time), while other students receive skill specific instruction either at or above grade level. A Second Intervention time is also built into the day so that teachers can work individually with students needing Tier 3 interventions, while other students receive differentiated reading instruction at their level. Based on student needs, additional resource personnel may also be used to support interventions for Tier 2 and Tier 3.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Stephanie Reyes	Parent
Jenny Morgan	Parent
Gretchen Raymond	Parent
Jackie Warden	Parent
Mark Charlton	Principal
Suzi Spencer	Parent
Edelia Lopez	Teacher
Migna Zayas	Teacher
Maria Virella	Teacher
Mark Charlton	Principal
Yaritza Fabian	Teacher
Patricia Green	Parent
Kely Reedy	Parent
Ivonne Olmeda	Education Support Employee
Ivonne Rivera	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year we were able to hold seven SAC meetings where its members evaluated our school improvement plan. During these meetings the principal presented updated data to analyze and ensure progress was being made on our school improvement plan's implementation. Also we had discussions about the steps taken in order to achieve our plan objectives.

Development of this school improvement plan

SAC members participated in a discussion about the school improvement plan, and were presented with information regarding the past five years of state assessment data. The Principal and Assistant Principal presented information regarding how the school improvement plan would help to establish goals and strategies designed to close achievement gaps and increase proficiency for all students. SAC members were able to ask questions and voice their thoughts regarding the direction the school is heading, and how all parents, school, and the community can work together to achieve the school goals.

Preparation of the school's annual budget and plan

As part of the preparation of the school's annual budget a shared vision was discussed among SAC members regarding the relationship between the school's budget and the school improvement plan. The principal shared our budget allocations and curriculum needs. New programs and district initiatives were explained. SAC members participated in discussions about how our budget helped us to purchase and implement Imagine Learning to support our English Language Learners. SAC members were able to make certain our budget was utilized in accordance to our school improvement plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were used for tutoring and for summer reading camp.
For tutoring, the program included both Reading and Math groups for Grades 3, 4, and 5. We had AM and PM sessions. The morning session had one group of 3rd graders primarily but it included a few very low performing 4th graders as well. They met with Mrs. Christian, the Reading Coach at 7:45AM – 8:30AM, Monday, Tuesday, Wednesday, and Thursday to do Reading. We had a 2nd morning session on the same days and times for our 5th graders and their focus was on Math with Mr. Shumake, the Math Coach. The afternoon sessions were Monday, Tuesday, and Thursday, from 3:00PM – 4:00PM and those included 3rd, 4th, and 5th graders that did 30 minutes of Reading and 30 minutes of Math each day. Highly qualified classroom teachers were hired to work with the students during this time. We used the iReady program, including the workbooks that came with the program as our resource for teaching both Reading and Math. We also progress monitored the students at the beginning of the program, at the end of each unit completed, and at the end of the program to monitor for growth. Tutoring was broken up into 3 chunks. We did one round of tutoring from the beginning of September to the end of October. We did our second round of tutoring in January, after we got back from Winter Break and that continued until FSA testing began in March for 3rd and 4th and April for 5th grade. We did a final session for our 3rd graders only that were possible retention students. This was a morning session and the intention was to prepare any possible retention students as they got ready to take the IOWA assessment after they completed summer school. Total cost of this tutoring was $8169.74.
For summer reading, Durrance had a 1st, 2nd, and 4th grade camp in addition to the 3rd grade group which was already funded. Students who were at risk for retention and/or below grade level in reading were given priority. Teachers used iStation to measure progress through pre and post test data. Total cost of this initiative was $6102.76.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Charlton, Mark	Principal
Beckler, Kimberly	Assistant Principal
Heuberger, Christine	Teacher, K-12
Lopez, Edalia	Teacher, K-12
Christian, Holly	Instructional Coach
Douglas, Kelly	Teacher, K-12
Chung, Emily	Teacher, K-12
Virella, Maria	Teacher, K-12
Curran, Deborah	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

~Tracking and revising instruction based on data and reading diagnostic scores
~Effective core teaching within the 90 minute reading block
~Centers/small group instruction that is differentiated and targeted
~Assurance of tier 2 and tier 3 intervention to meet the needs of struggling readers
~Implementation and fidelity of standards based teaching

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school requires that teachers meet three times a week to establish a positive, collaborative time for planning, data analysis, and instruction. On Tuesdays, all teachers meet with the Reading Coach for planning, and on Thursdays they all meet with the Math Coach. These activities are monitored by Mark Charlton, Principal, and Kimberly Beckler, Assistant Principal.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order for us to hire teachers, they need to be highly qualified. Once they are, we have an interview process where a panel of the Launch Team members participate and recommend the most qualified candidate who matches with our school. In order for us to retain teachers, we have a very involved mentor/mentee program, along with job-embedded professional development for all teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers are assigned mentors that have completed the Clinical Ed requirements mandated by the district. This person is usually someone on their team or a Leadership team member that works with their team.

Mentoring Plan:
- 1st year teachers meet with their assigned mentor once a week (a minimum of twice a month).
- Each mentor is required to complete a log to keep track of their meetings with their protege, the topics discussed, and their plan for follow up.
- Mentors and Mentees will be required to attend a monthly meeting to discuss ongoing initiatives throughout the year and their requirements as new teachers to the district.
- 2nd and 3rd year teachers are directed to go to their Leadership team person, or the team leader on their team for questions or assistance throughout the year.
- Those teachers are not required to meet with weekly but work together when there are questions or a need for support in any way .
- These teachers are also encouraged to attend the monthly Mentee meetings to get reminders and suggestions for initiatives that are being implemented throughout the year .
- The Mentoring Calendar from The 21st Century Mentor's Handbook – Creating a Culture for Learning by Paula Rutherford, will be used to plan monthly meetings. This calendar provides many relevant topics and activities based on the needs that teachers will have at different points throughout the school year . Additional topics will be discussed based on the needs as they become evident.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

As a school, we use the Florida Standards as our curriculum. The teachers were given time over the summer to meet and start deconstructing the standards so that they could plan their lessons based on the requirements laid out in the standards.They then used a variety of resources, including (but not limited to) Houghton Mifflin Journey's and Go Math, Science Fusion, and Scott Foresman for Social Studies to design appropriate lessons that would help them meet those standards. During their planning time throughout the year, they are expected to continue deconstructing the standards as they engage in a backwards planning process for each unit throughout the year. Teams were provided with lesson planning resources, and a lesson planning checklist to help reinforce effective and rigorous instruction, with a focus on using the Instructional Framework to provide deep and meaningful learning opportunities. In order to ensure lessons are aligned to the standards, all teams are supported during planning by a coach, and all planning sessions and lesson plans are monitored by the Principal and/or Assistant Principal.
Additionally, our teachers are continuing their growth in understanding and connecting the core instructional program and materials to the Florida Standards through professional development. This professional development is designed to help teachers grow in their knowledge of Florida Standards and resources that are available.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We use several different forms of data to ensure that instruction is differentiated to meet the needs of our students. These include classroom formative and summative assessment data, diagnostic assessment data, and data derived from end of the year state assessments.
Beginning of the year data is compiled and analyzed in order to make decisions about class instruction, and about groupings for intervention. Additionally, teachers use the leveled resources from the core programs in both reading and math to plan their instruction based on this data.

Classroom formative and summative assessment data is charted and graphed in the classroom and on our SharePoint. It is reviewed in weekly data meetings, and teachers are expected to use that data to determine which students understand what is being taught in the core, and which students need additional assistance with each standard being taught. This allows teachers to plan and differentiate their center and small group (guided reading) instruction to target the needs of their students.

A variety of formative and summative assessments are use to determine which students need additional instruction on the material that is taught during the core block of time for each subject area. The analysis of this data allows teachers to identify students that need the core, plus more (Tier 2 instruction) and those that need the core, plus more, plus more (Tier 3 instruction). It also gives them the information they need to identify where the breakdown is happening for the students that have been identified and what standards and skills need to be expanded upon or retaught to help fill the gaps in the students learning.

The skills and lessons taught in the core are used as a reference point. Students who need more to expand on their learning are provided with instruction that allows them to dig deeper and grow beyond the proficient level. Students who are struggling to meet the required level of proficiency, based on the data mentioned above, are given an opportunity to receive instruction with materials that will help to fill the gaps in their learning and give them what they need to move closer to the level of proficiency determined by the standards for each grade level.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,800

Identified students who are performing below grade level will be invited to participate in an after-school tutoring program.

Strategy Rationale

Based on progress monitoring and student performance, 3rd-5th grade students will participate in tutoring for Reading and Math.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Charlton, Mark, mark.charlton@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A variety of assessment data will be used this year, including common formative assessments, iReady Diagnostics for reading and math, Write Score, and MAP. For further reading data, teachers will use DRA and/or Fontas and Pinnel, along with additional Core testing and/or Fluency testing for students identified as needing additional interventions. Data is analyzed weekly at PLCs, and also at data meetings to determine individual student deficits. Based on any student deficits, they will be placed into intervention groups for 30 + minutes a day. Data meetings are held to discuss student progress and any teacher concerns with all students. Students who are not performing on grade level will be invited to participate in an intensive after-school tutoring program in Reading and Math.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Our preschool students are served under Exceptional Education in a half-day Varying Exceptional program. These students are served in a very small group ratio of 3:1 or less with special education services including specialized instructional techniques and necessary accommodations in order for them to access the necessary skills for a successful transition into kindergarten. We maximize their ½ day program by using several district initiated PK curricula such as Beyond Circle Time and Centers, Incredible Years, and Read It Again, exposing them to various pre-readiness social and academic skills, that are necessary for transition into kindergarten. Throughout the second semester, our kindergarten teachers work with our PreK VE teacher in order to help assist our Kindergarten transition meetings. The Kindergarten teachers help the PreK VE teacher assess which type of placement is appropriate.

We also have a "round-up" activity in April in which we invite parents to start enrolling their children for the next school year for Kindergarten. The district sends a Connect Orange message, as well as the school. We also advertise it in our monthly school newsletter, on our school's marquee, and parent events.

To assist our students in transitioning to middle school, our staff collaborates with the feeder schools for tours each spring. Throughout the year, our guidance counselor and teachers work to identify students for AVID and advanced coursework, and works with the middle school to ensure appropriate placement. Additionally, there are articulation meetings between Durrance and Walker Middle School, and the counselors visit each Spring to talk to students about their transition to middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

To advance college and career awareness, Durrance provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. Durrance was AVID certified in the previous school year, and we continue to use AVID strategies school-wide, starting with the one-binder system in Kindergarten through fifth grade, including our VE classrooms. We also have a heavier emphasis in two and three column note taking strategies. Durrance also has a college shirt day every other week where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. The fifth grade students participate in a research study to learn more about a college of their choice and integrate reading, writing, and speaking skills to present the demographics, academics available, admission criteria, highlights, and specialties to their peers and school staff. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Durrance is a magnet school for Aviation and Aerospace, and provides a variety of activities throughout the year designed to expose students to careers in science, technology, and engineering. Additionally, this year our fourth and fifth grade science lab will be using Project Lead the Way, which provides technology rich STEM education designed to prepare students for more advanced opportunities when they enter middle and high school.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

To prepare our students for 21st century careers with technology and industry, Durrance has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Promethean Boards and technology integration in the classroom is implemented to prepare learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process. Moreover, as a Aereospace and Aviation magnet school, we invite guest speakers to talk about college and career readiness to our students. STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready,and Accelerated Reader. Additionally, our Science Lab teacher works with all grade teachers to ensure that all the science standards are taught. Classroom teachers plan and co-teach with the Science Lab teacher in the Science Lab where they carry-out experiments.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

The strategies implemented at Durrance for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Many of these activities are done in our Science Lab, with a certified teacher that plans and co-teaches.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Teachers will use collaborative lesson planning to focus on standards based instruction, thereby improving teaching proficiency and student achievement (Division Priority: Invest in Human Capital).

G2.   Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework (Division Priority: Invest in Human Capital).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will use collaborative lesson planning to focus on standards based instruction, thereby improving teaching proficiency and student achievement (Division Priority: Invest in Human Capital). 1a

G073003

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Hispanic	
AMO Reading - ED	
AMO Reading - ELL	
AMO Math - Hispanic	
AMO Math - ED	
AMO Math - ELL	

Resources Available to Support the Goal 2

- Math Coach is available to support teachers with understanding standards, deconstructing, and lesson plans.

- Reading Coach is available to support teachers with understanding standards, deconstructing, and lesson plans.

- Our master schedule allows for teachers to have common planning for collaboration and structured, job-embedded PD.

Targeted Barriers to Achieving the Goal 3

- Teachers vary widely in their understanding of the standards.

Plan to Monitor Progress Toward G1. 8

Principal and/or AP will facilitate weekly data meetings that include an analysis of standards based assessment data. Progress monitoring meetings will also be held weekly in order to review iObservation data and feedback regarding collaborative planning and PLCs.

Person Responsible
Mark Charlton

Schedule
Weekly, from 8/28/2015 to 6/10/2016

Evidence of Completion
Standards based assessment data will be used to monitor impact on student achievement.

G2. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework (Division Priority: Invest in Human Capital). `1a`

🔍 G073004

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - ED	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - ED	

Resources Available to Support the Goal `2`

- Launch Team (Reading Coach, Math Coach, Staffing Specialist, CRT, CT) have been trained in the Instructional Framework

- Principal and Assistant Principal have been trained in use of Instructional Framework

- CRT coordinates a New Teacher program to assist teachers new to OCPS with effective implementation of Marzano's Framework

Targeted Barriers to Achieving the Goal `3`

- Teachers vary widely in their effective implementation of Marzano's Instructional Framework

Plan to Monitor Progress Toward G2. `8`

Through weekly Progress Monitoring meetings and weekly data meetings, Principal and Assistant Principal will monitor Unit Plans, PLC notes, classroom observations, classroom formative and summative assessments, Deliberate Practice Plans, EOC and FSA data, to monitor progress toward the goal.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/18/2015 to 6/8/2016

Evidence of Completion

iObservation reports, Student achievement data (iReady, FSA, EOC, Common Assessments, MAP, DRA, F&P), and weekly Progress Monitoring notes.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal　　**B =**
Barrier　　**S** = Strategy

1 = Problem Solving Step　　🔍 S123456 = Quick Key

G1. Teachers will use collaborative lesson planning to focus on standards based instruction, thereby improving teaching proficiency and student achievement (Division Priority: Invest in Human Capital). 1

🔍 G073003

G1.B1 Teachers vary widely in their understanding of the standards. 2

🔍 B190620

G1.B1.S1 Provide coaching opportunities for teachers to assist with understanding of ELA standards and how to design effective, standards based ELA lessons. 4

🔍 S202073

Strategy Rationale

Teachers have asked for support in this area due to the transition to the new standards, and our Reading Coach is proficient in this area.

Action Step 1　5

Reading coach will support weekly collaborative ELA planning for all teams.

Person Responsible

Holly Christian

Schedule

Weekly, from 8/25/2015 to 6/7/2016

Evidence of Completion

ELA lesson plans will be updated to SharePoint for review by the beginning of the day on Monday, and will be reviewed by grade level coach. Lessons will be posted a minimum of two weeks in advance.

Action Step 2 5

Reading coach will attend Professional Development opportunities, such as the Facilitative Coaching Series.

Person Responsible

Holly Christian

Schedule

Monthly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Reading coach will report back to team during our weekly Progress Monitoring Meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal and AP will monitor collaborative planning sessions. Observations and/or concerns will be discussed weekly during PLC/Planning Progress monitoring meeting.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

PLC/Collaborative Planning Progress Monitoring Log will be kept to track weekly feedback regarding planning and PLCs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Principal, AP, and Launch Team will provide frequent observations of lessons in order to monitor the extent to which lessons allow students to reach the intended rigor of the standard.

Person Responsible

Mark Charlton

Schedule

Every 3 Weeks, from 8/28/2015 to 6/3/2016

Evidence of Completion

Teachers will receive observations every three weeks (minimum), during which time the critical content will be monitored for the extent to which it matches the standard. Feedback will be provided, and additional coaching and interventions will be discussed and documented at weekly PLC and Planning Progress Monitoring Meetings.

G1.B1.S2 Provide coaching opportunities for teachers to assist with understanding of Math standards, and how to design effective, standards based Math lessons. 4

🔑 S202074

Strategy Rationale

Teachers have asked for support in this area due to the transition to the new standards, and our Math Coach is proficient in this area.

Action Step 1 5

Math Coach will support collaborative planning every Thursday for math planning.

Person Responsible

Sarah Klena

Schedule

Weekly, from 8/27/2015 to 6/9/2016

Evidence of Completion

PLC/Collaborative Planning Progress Monitoring Log will be kept to track weekly feedback regarding planning and PLCs.

Action Step 2 `5`

Math Coach will attend monthly Professional Development opportunities, such as the Facilitative Coaching Series.

Person Responsible

Sarah Klena

Schedule

Monthly, from 8/27/2015 to 6/6/2016

Evidence of Completion

Math Coach will discuss PD at our weekly Progress Monitoring Meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Principal and AP will monitor collaborative planning sessions. Observations and/or concerns will be discussed weekly during PLC/Planning Progress monitoring meeting.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

PLC/Collaborative Planning Progress Monitoring Log will be kept to track weekly feedback regarding planning and PLCs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Principal, AP, and Launch Team will provide frequent observations of lessons in order to monitor the extent to which lessons allow students to reach the intended rigor of the standard.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Weekly Lesson Plan Checklist completed by math coach (verifying the plans match standard), iObservation data, logs from weekly Progress Monitoring Meetings, student academic data on SharePoint

G2. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework (Division Priority: Invest in Human Capital). 1

G073004

G2.B1 Teachers vary widely in their effective implementation of Marzano's Instructional Framework 2

B190622

G2.B1.S1 Provide job embedded PD with a focus on Marzano's Instructional Framework. 4

S202075

Strategy Rationale

Job embedded PD will provide our teachers with hands-on and differentiated experiences that will strengthen their understanding and implementation of the Instructional Framework.

Action Step 1 5

Instructional coaches will support the Marzano Framework as they provide differentiated, job embedded PD and coaching through collaborative planning sessions and through the coaching cycle.

Person Responsible

Holly Christian

Schedule

Weekly, from 8/26/2015 to 6/2/2016

Evidence of Completion

Lesson Plans uploaded weekly to Share Point (with strategies embedded and explicitly indicated).

Action Step 2 5

Leadership team will review iObservation data at weekly Progress Monitoring Meetings, and will identify teachers who are in need of additional coaching support.

Person Responsible

Schedule

Weekly, from 8/26/2015 to 6/6/2016

Evidence of Completion

Weekly Progress Monitoring Meeting notes will provide ongoing evidence of this action step.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Classroom walk throughs, informal observations, PLCs, Unit Plans posted weekly

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/18/2015 to 6/8/2016

Evidence of Completion

Through classroom observations and weekly progress monitoring meetings, Principal and Assistant Principal will monitor for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Through classroom observations, coaches and administrators will monitor for effectiveness of the implementation of the Instructional Framework (iObservation). Also, through the students' performance on various school, district, and state assessments, we will be able to determine the effectiveness.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/18/2015 to 6/8/2016

Evidence of Completion

Student achievement data, including iReady and common assessments, Unit Plans with standards explicitly embedded, iObservation data, Weekly Progress Monitoring Logs

G2.B1.S2 Provide additional support in the Marzano Framework for teachers who are new to teaching and/or new to OCPS. 4

🔑 S202076

Strategy Rationale

Many teachers are new to OCPS and lack background knowledge regarding the Framework (and iObservation).

Action Step 1 5

CRT will coordinate structured, monthly PD opportunities for teachers new to OCPS, which will include an overview of the Marzano Framework, and other topics relevant to planning effective, standards based lessons.

Person Responsible

Sasha Camacho

Schedule

Monthly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Sign-In sheets and PD Calendar

Action Step 2 5

CRT will appoint mentors to new teachers for ongoing support.

Person Responsible

Sasha Camacho

Schedule

Monthly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Mentors complete monthly mentoring logs, which are reviewed by the CRT.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Principal and/or Assistant Principal will monitor the monthly PD opportunities for fidelity.

Person Responsible

Mark Charlton

Schedule

Monthly, from 9/2/2015 to 6/1/2016

Evidence of Completion

PD presentation plans, Sign-In sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Frequent walk-throughs and observations, as well as weekly Progress Monitoring meetings will help to ensure that teachers are implementing strategies effectively, and that there is transfer of knowledge from PD to the classroom.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

iObservation reports and weekly Progress Monitoring Logs will help to track teacher progress

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Reading coach will support weekly collaborative ELA planning for all teams.	Christian, Holly	8/25/2015	ELA lesson plans will be updated to SharePoint for review by the beginning of the day on Monday, and will be reviewed by grade level coach. Lessons will be posted a minimum of two weeks in advance.	6/7/2016 weekly
G1.B1.S2.A1	Math Coach will support collaborative planning every Thursday for math planning.	Klena, Sarah	8/27/2015	PLC/Collaborative Planning Progress Monitoring Log will be kept to track weekly feedback regarding planning and PLCs.	6/9/2016 weekly
G2.B1.S1.A1	Instructional coaches will support the Marzano Framework as they provide differentiated, job embedded PD and	Christian, Holly	8/26/2015	Lesson Plans uploaded weekly to Share Point (with strategies embedded and explicitly indicated).	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	coaching through collaborative planning sessions and through the coaching cycle.				
G2.B1.S2.A1	CRT will coordinate structured, monthly PD opportunities for teachers new to OCPS, which will include an overview of the Marzano Framework, and other topics relevant to planning effective, standards based lessons.	Camacho, Sasha	9/2/2015	Sign-In sheets and PD Calendar	6/1/2016 monthly
G1.B1.S1.A2	Reading coach will attend Professional Development opportunities, such as the Facilitative Coaching Series.	Christian, Holly	8/25/2015	Reading coach will report back to team during our weekly Progress Monitoring Meetings.	6/6/2016 monthly
G1.B1.S2.A2	Math Coach will attend monthly Professional Development opportunities, such as the Facilitative Coaching Series.	Klena, Sarah	8/27/2015	Math Coach will discuss PD at our weekly Progress Monitoring Meetings.	6/6/2016 monthly
G2.B1.S1.A2	Leadership team will review iObservation data at weekly Progress Monitoring Meetings, and will identify teachers who are in need of additional coaching support.		8/26/2015	Weekly Progress Monitoring Meeting notes will provide ongoing evidence of this action step.	6/6/2016 weekly
G2.B1.S2.A2	CRT will appoint mentors to new teachers for ongoing support.	Camacho, Sasha	8/25/2015	Mentors complete monthly mentoring logs, which are reviewed by the CRT.	6/6/2016 monthly
G1.MA1	Principal and/or AP will facilitate weekly data meetings that include an analysis of standards based assessment data. Progress monitoring meetings will also be held weekly in order to review iObservation data and feedback regarding collaborative planning and PLCs.	Charlton, Mark	8/28/2015	Standards based assessment data will be used to monitor impact on student achievement.	6/10/2016 weekly
G1.B1.S1.MA1	Principal, AP, and Launch Team will provide frequent observations of lessons in order to monitor the extent to which lessons allow students to reach the intended rigor of the standard.	Charlton, Mark	8/28/2015	Teachers will receive observations every three weeks (minimum), during which time the critical content will be monitored for the extent to which it matches the standard. Feedback will be provided, and additional coaching and interventions will be discussed and documented at weekly PLC and Planning Progress Monitoring Meetings.	6/3/2016 every-3-weeks
G1.B1.S1.MA1	Principal and AP will monitor collaborative planning sessions. Observations and/or concerns will be discussed weekly during PLC/Planning Progress monitoring meeting.	Charlton, Mark	8/25/2015	PLC/Collaborative Planning Progress Monitoring Log will be kept to track weekly feedback regarding planning and PLCs.	6/3/2016 weekly
G1.B1.S2.MA1	Principal, AP, and Launch Team will provide frequent observations of lessons in order to monitor the extent to which lessons allow students to reach the intended rigor of the standard.	Charlton, Mark	8/26/2015	Weekly Lesson Plan Checklist completed by math coach (verifying the plans match standard), iObservation data, logs from weekly Progress Monitoring Meetings, student academic data on SharePoint	6/1/2016 weekly
G1.B1.S2.MA1	Principal and AP will monitor collaborative planning sessions. Observations and/or concerns will be discussed weekly during PLC/Planning Progress monitoring meeting.	Charlton, Mark	8/26/2015	PLC/Collaborative Planning Progress Monitoring Log will be kept to track weekly feedback regarding planning and PLCs.	6/1/2016 weekly
G2.MA1	Through weekly Progress Monitoring meetings and weekly data meetings, Principal and Assistant Principal will monitor Unit Plans, PLC notes, classroom observations, classroom formative and summative	Charlton, Mark	8/18/2015	iObservation reports, Student achievement data (iReady, FSA, EOC, Common Assessments, MAP, DRA, F&P), and weekly Progress Monitoring notes.	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	assessments, Deliberate Practice Plans, EOC and FSA data, to monitor progress toward the goal.				
G2.B1.S1.MA1	Through classroom observations, coaches and administrators will monitor for effectiveness of the implementation of the Instructional Framework (iObservation). Also, through the students' performance on various school, district, and state assessments, we will be able to determine the effectiveness.	Charlton, Mark	8/18/2015	Student achievement data, including iReady and common assessments, Unit Plans with standards explicitly embedded, iObservation data, Weekly Progress Monitoring Logs	6/8/2016 weekly
G2.B1.S1.MA1	Classroom walk throughs, informal observations, PLCs, Unit Plans posted weekly	Charlton, Mark	8/18/2015	Through classroom observations and weekly progress monitoring meetings, Principal and Assistant Principal will monitor for fidelity of implementation.	6/8/2016 weekly
G2.B1.S2.MA1	Frequent walk-throughs and observations, as well as weekly Progress Monitoring meetings will help to ensure that teachers are implementing strategies effectively, and that there is transfer of knowledge from PD to the classroom.	Charlton, Mark	8/26/2015	iObservation reports and weekly Progress Monitoring Logs will help to track teacher progress	6/1/2016 weekly
G2.B1.S2.MA1	Principal and/or Assistant Principal will monitor the monthly PD opportunities for fidelity.	Charlton, Mark	9/2/2015	PD presentation plans, Sign-In sheets	6/1/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework (Division Priority: Invest in Human Capital).

G2.B1 Teachers vary widely in their effective implementation of Marzano's Instructional Framework

G2.B1.S1 Provide job embedded PD with a focus on Marzano's Instructional Framework.

PD Opportunity 1

Instructional coaches will support the Marzano Framework as they provide differentiated, job embedded PD and coaching through collaborative planning sessions and through the coaching cycle.

Facilitator

Reading Coach and Math Coach

Participants

Entire Faculty

Schedule

Weekly, from 8/26/2015 to 6/2/2016

G2.B1.S2 Provide additional support in the Marzano Framework for teachers who are new to teaching and/or new to OCPS.

PD Opportunity 1

CRT will coordinate structured, monthly PD opportunities for teachers new to OCPS, which will include an overview of the Marzano Framework, and other topics relevant to planning effective, standards based lessons.

Facilitator

Sasha Camacho

Participants

Teachers new to OCPS (and open to all others who would like to attend)

Schedule

Monthly, from 9/2/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Reading coach will support weekly collaborative ELA planning for all teams.				$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	0801 - Durrance Elementary	General Fund	0.8	$30,000.00
2	G1.B1.S1.A2	Reading coach will attend Professional Development opportunities, such as the Facilitative Coaching Series.				$0.00
3	G1.B1.S2.A1	Math Coach will support collaborative planning every Thursday for math planning.				$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	0801 - Durrance Elementary	Title I Part A	1.0	$30,000.00
			Notes: Portion of Math Coach salary			
4	G1.B1.S2.A2	Math Coach will attend monthly Professional Development opportunities, such as the Facilitative Coaching Series.				$0.00
5	G2.B1.S1.A1	Instructional coaches will support the Marzano Framework as they provide differentiated, job embedded PD and coaching through collaborative planning sessions and through the coaching cycle.				$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	0801 - Durrance Elementary	General Fund	0.8	$30,000.00
			Notes: Portion of Reading Coach salary			
	2110	100-Salaries	0801 - Durrance Elementary	Title I Part A	1.0	$30,000.00
			Notes: Portion of Math Coach salary			
6	G2.B1.S1.A2	Leadership team will review iObservation data at weekly Progress Monitoring Meetings, and will identify teachers who are in need of additional coaching support.				$0.00
7	G2.B1.S2.A1	CRT will coordinate structured, monthly PD opportunities for teachers new to OCPS, which will include an overview of the Marzano Framework, and other topics relevant to planning effective, standards based lessons.				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	0801 - Durrance Elementary	General Fund	1.0	$15,000.00
			Notes: Portion of CRT's salary			
8	G2.B1.S2.A2	CRT will appoint mentors to new teachers for ongoing support.				$0.00

Budget Data	
Total:	**$135,000.00**