

Durbin Creek Elementary School



2016-17 Schoolwide Improvement Plan

Durbin Creek Elementary School

4100 RACE TRACK RD, Saint Johns, FL 32259

<http://www-dce.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	14%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 was approved by the St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	7
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	10
8-Step Planning and Problem Solving Implementation	13
Goals Summary	13
Goals Detail	13
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Durbin Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Making positive contributions to society by expanding minds to explore our expanding world.

b. Provide the school's vision statement.

Durbin Creek Elementary School will promote a positive educational environment conducive to learning. We will promote respect, caring and a sense of community. Durbin Creek Elementary will develop an atmosphere where students develop a strong desire to learn, excel, and develop excellent character.

2. School Environment

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

All parents are given the opportunity to provide input about their child through parent input forms. By the middle of September 2016 all teachers will have conducted an intake conference with every parent of a student in their class. In addition, at the end of September all parents are invited to attend a grade level curriculum chat. Our school focuses on building relationships through Family Night Out events that involves teachers, parents, students and community members.

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

Durbin Creek staff and students are trained in the 6 Pillars of Character Counts and The Leader In Me by Stephen Covey to promote an atmosphere of mutual respect and a positive school culture. To ensure safety of our students, transitions times are supervised by adult staff in all parts of the building. Parents are required to sign in at the front office prior to entering the building. This increases the feeling of safety and security around the school campus.

c. 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.

DCE has clear behavioral expectations based on the Student Code of Conduct, Character Counts and The Seven Habits of Highly Effective Students by Stephen Covey. Rules and expectations are clearly communicated to students and parents through the Student Handbook and reinforced by all classroom teachers.

d. 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.

The Guidance Counselor meets with students who have social-emotional needs. Banana Splits group focuses on dealing with divorce, Cub Clubs focuses on our students with deployed parent(s), and Jelly Beans helps students with building social skills or other areas as needed. Teachers develop a relationship of caring with all their students and families through conferencing and consistent communication. This year the Guidance counselor is also conducting classes every Thursday to each

grade level on a rotating basis. This gives the students direct access to the counselor on a regular basis and allows relationship to form.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Our goal at Durbin Creek is to make 100% of our parents feel welcome and part of our school. This will be accomplished through Intake Conferences, Curriculum Chats, school-wide family events, PTO meetings, SAC meetings, Parent/Teacher Conferences, volunteer opportunities and frequent communication through our biweekly newsletters regarding school happenings.

2. 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.

Durbin Creek utilizes Partners in Learning to support school and classroom initiatives. Partners in Learning provides support in the form of monetary donations, services and support. Durbin Creek is extremely fortunate to have many volunteers who assist our staff and teachers. Family Night Out events throughout the school year that focuses on bringing parents and students together for the purpose of building community and familial relationships.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Fuller, Angela	Principal
Labaw, Renee	School Counselor
Miller, Kimberly	Assistant Principal
Baez, Vanessa	Instructional Coach

b. Duties

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

They are charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support and communication. This team also focuses on facilities management including safety and security as well as general maintenance and up keep. The team works with all of the grade level leaders and department heads to plan and implement strategies to increase student achievement and learning.

2. 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.

- Provide vision for both academic and behavioral success
- Plans, implements and monitors the progress of school improvement
- Implements Response to Intervention as a school-wide method of raising student achievement outcomes through data review and problem-solving
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures
- Meeting frequency - weekly

Federal, state, and local funds are used to supplement core instruction targeting our struggling students. Funds are also used to provide staff development opportunities for our teachers. All training and instruction directly correlate to goals established in our School Improvement Plan.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Angela Fuller	Principal
Katrina Stanton	Teacher
Brooke Paget	Teacher
Ann Nguyen	Business/Community
Jan Phillips	Education Support Employee
Lorrie Cosgrove	Education Support Employee
Christie Ball	Parent
Danielle Coates	Teacher
Teri Heath	Teacher
Amber VanMeter	Parent
Lacey Boswell	Parent
Jennie Jones	Teacher
Rachel Hughes	Parent
Tracy Kosier	Parent
Troy Mack	Parent
Renee Labaw	Education Support Employee
Kara Bird	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's plan was a compilation of input from all stakeholders associated with Durbin Creek Elementary.

b. Development of this school improvement plan

All DCE teachers are members of at least one SAC Sub-Committee. Sub-Committees meet throughout the school year to discuss and problem solve. Sub-Committee chairs then report to the SAC at monthly meetings to share their ideas with SAC. Sub-Committees gave input at the last SAC meeting at the end of last year to prepare for this year.

c. Preparation of the school's annual budget and plan

The SAC-Committee gives input to the School Leadership Team to be included in Durbin Creek's Annual Budget and plan.

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

Any funds allocated will be utilized to enhance classroom instruction through purchase of materials and staff professional development training.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fuller, Angela	Principal
Labaw, Renee	School Counselor
Miller, Kimberly	Assistant Principal
Castronova, Alyssa	Psychologist
Baez, Vanessa	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Providing support and resources to effectively implement the 90 minute reading block, iii, Guided Reading instruction, and Common Core Standards integration, as well as problem solve to positively impact student achievement as it pertains to Tier I instruction. Also, the team will work together to ensure proper interventions are in place to help students not at proficiency.

D. Public and Collaborative Teaching

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

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

Early Release Wednesdays provide opportunities for teams to meet 2 weeks/month. In addition, WOW Wednesdays allow a different grade level team to meet with the LLT to review current data and ensure all students' needs are being met. Grade Level Teams have common planning time and are geographically located by peers in the same grade.

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

Durbin Creek only hires high quality teachers through careful examination of teacher candidates as well as a round table approach to interviews. Candidates may also have to teach a sample lesson to interviewers if time permits. In addition, Durbin Creek will continue to provide ongoing professional development opportunities to support growth and retention of highly effective teachers.

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

New teachers are assigned a veteran teacher to mentor them throughout the school year. New teachers meet monthly to train in the programs used at Durbin Creek and are supported by the ILC for other needs. Administration holds monthly meetings for all new teachers to go over questions and provide extra support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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.

Durbin Creek Elementary uses data to assess student learning and achievement to ensure all students are successful. The MTSS team meets weekly to review student performance using Formative Assessments, Discovery Education, classroom data, and other forms of progress monitoring information. Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform classroom planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. Teachers meet with administration to discuss and review current data and to plan for future instruction.

2. 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:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Local area early childhood programs visit DCE campus to acclimate themselves with our Kindergarten classes to ensure a comfortable transition to elementary school. We currently have 2

Pre-K blended classrooms with 4 VPK students each to help families transition into the school setting. Durbin Creek utilizes a staggered start for our Kindergarten students, whereby, 4-6 students attend class each of the first four days of school. This allows our teachers to more effectively transition students entering elementary school for the first time.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** Durbin Creek teachers and staff will engage students in systematic, focused reading instruction, across all grade levels to improve proficiency in fluency and reading comprehension skills.
- G2.** Durbin Creek teachers and staff will utilize the Math Formative Assessment System to develop processes and proficiencies in the area of mathematics for their students.
- G3.** Durbin Creek will increase student use and knowledge of technological applications to increase student performance across all content areas in all grade levels. Parents will indicate an increased satisfaction in technology usage at Durbin Creek Elementary as indicated on the climate survey.

Strategic Goals Detail

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

G1. Durbin Creek teachers and staff will engage students in systematic, focused reading instruction, across all grade levels to improve proficiency in fluency and reading comprehension skills. 1a

G083090

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Limited curriculum materials and resources in the area of ELA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ILC
- Administration
- District Level Personnel
- School based teachers and staff
- Being A Reader(Collaborative Classroom PD)

Plan to Monitor Progress Toward G1. 8

Increased teacher collaboration in ELA and meeting the needs of all students in meetings across a grade level. Team meeting minutes, student DE data, and DRA scores

Person Responsible

Vanessa Baez

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Student FSA scores, student DE scores, and reading portfolios

G2. Durbin Creek teachers and staff will utilize the Math Formative Assessment System to develop processes and proficiencies in the area of mathematics for their students. 1a

G083091

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Sustained time for teachers to collaborate and plan for common assessments, targeted instructional strategies, and planning for flexible grouping.
- Many new staff to DCE
- Consistency and tracking of student data and performance across grade levels and classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ILC
- Administrators
- District Level Personnel
- School based staff

Plan to Monitor Progress Toward G2. 8

Staff will monitor and review Math DE scores each assessment period and compare to MFAS data for growth comparisons.

Person Responsible

Vanessa Baez

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Data Notebooks, DE

G3. Durbin Creek will increase student use and knowledge of technological applications to increase student performance across all content areas in all grade levels. Parents will indicate an increased satisfaction in technology usage at Durbin Creek Elementary as indicated on the climate survey. 1a

G083092

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	75.0

Targeted Barriers to Achieving the Goal 3

- limited and out-dated technology

Resources Available to Help Reduce or Eliminate the Barriers 2

- TSS staff
- General Education staff
- ILC
- Administration

Plan to Monitor Progress Toward G3. 8

Ongoing progress monitoring using surveys and student use reports will be analyzed regularly to ensure an increase use in effective instruction integrating technology.

Person Responsible

Angela Fuller

Schedule

Semiannually, from 1/1/2017 to 5/25/2017

Evidence of Completion

Results from survey and sign out sheets from media department

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

 = Problem Solving Step  S123456 = Quick Key

G1. Durbin Creek teachers and staff will engage students in systematic, focused reading instruction, across all grade levels to improve proficiency in fluency and reading comprehension skills. 1

G083090

G1.B1 Limited curriculum materials and resources in the area of ELA. 2

B220305

G1.B1.S1 Professional development in balanced literacy and requisition of materials and resources for teacher use. 4

S232547

Strategy Rationale

By utilizing calendar and agendas this will allow Administration and ILC to set aside specific Professional Development time and maintain focus on our goals. Supplemental materials in the ELA curriculum will be purchased through SAC funds.

Action Step 1 5

Teachers will be given common team time to work with the ILC and administration and have professional development in Balanced literacy on Wednesday afternoons. A core team of teachers will attend a PLC conference in Jacksonville in November.

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Minutes and Agendas

Action Step 2 5

Purchase of supplemental materials for grades 3-5

Person Responsible

Kimberly Miller

Schedule

Semiannually, from 8/10/2016 to 5/25/2017

Evidence of Completion

Teacher materials and student consumables in ELA

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

Professional Development opportunities

Person Responsible

Angela Fuller

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Minutes, Agendas and sign-in sheets from Professional Development opportunities.

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

Walkthroughs, informal and formal observations. Meetings with teachers.

Person Responsible

Angela Fuller

Schedule

Quarterly, from 8/10/2016 to 5/25/2017


Evidence of Completion

Artifacts and strategies from Professional Development being used in the classroom.
Meeting notes show evidence of strategies learned.

G2. Durbin Creek teachers and staff will utilize the Math Formative Assessment System to develop processes and proficiencies in the area of mathematics for their students. 1

 G083091

G2.B1 Sustained time for teachers to collaborate and plan for common assessments, targeted instructional strategies, and planning for flexible grouping. 2

 B220306

G2.B1.S1 Grade levels have been given common planning time each week on Thursdays to collaborate and review data and progress. They are also given one Wednesday afternoon a month for common/grade level planning. 4

 S232548

Strategy Rationale

Implementation Plans by grade levels outline specific dedicated time frames for application of the components associated with MFAS.

Action Step 1 5

Meetings with grade level teams monthly during the weekly Thursday during common planning time

Person Responsible

Vanessa Baez

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Minutes and agendas

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

Administration will make "unannounced" visits during Thursday meetings to ensure fidelity of implementation.

Person Responsible

Angela Fuller

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Data from MFAS Tasks, Discovery Ed, and FSA

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

Grade level tracking will be utilized by students and teachers to track progress and develop small math instructional groups.

Person Responsible

Vanessa Baez

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Grade level tracking sheets, MFAS Tasks, MEA tasks

G2.B2 Many new staff to DCE 2

 B220307

G2.B2.S1 New staff members will be given a mentor or partner teacher to observe and collaborate with to ensure consistency implementing MFAS across grade levels and classes. 4

 S232549

Strategy Rationale

Due to growth and turnover DCE will have many new staff members unfamiliar with the MFAS system.

Action Step 1 5

Each new teacher will be partnered with a master teacher, familiar with MFAS implementation.

Person Responsible

Vanessa Baez

Schedule

Annually, from 8/10/2016 to 5/24/2017

Evidence of Completion

Roster, mentor meetings, new teacher meetings, observation notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

ILC will meet with new teachers and mentors to review progress and answer questions.

Person Responsible

Vanessa Baez

Schedule

Every 6 Weeks, from 8/10/2016 to 5/24/2017

Evidence of Completion

meeting agenda and minutes or conference notes of ILC

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Survey to both mentor and master teacher to get feedback and monitor implementation

Person Responsible

Angela Fuller

Schedule

Semiannually, from 8/10/2016 to 5/24/2017


Evidence of Completion

completed surveys and anecdotal records

G2.B3 Consistency and tracking of student data and performance across grade levels and classrooms. **2**

 B220308

G2.B3.S1 Grade levels will create a grade level tracking system to record student progress and will collaborate vertically to aid in school wide accountability. **4**

 S232550

Strategy Rationale

In order to be most effective it is imperative grade levels are using and tracking all students progress.

Action Step 1 **5**

Grade levels will create a tracking/recording system to monitor student progress on MFAS tasks.

Person Responsible

Vanessa Baez

Schedule

Annually, from 8/10/2016 to 5/24/2017

Evidence of Completion

copies of tracking sheets or data notebooks

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Administration will review data notebooks or tracking sheets quarterly during WOW Wednesdays.

Person Responsible

Kimberly Miller

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

meeting agendas and minutes, copies of tracking sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student progress will be tracked and recorded and reviewed by administration.

Person Responsible

Kimberly Miller

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Conference notes with teachers, copies of tracking sheets

G3. Durbin Creek will increase student use and knowledge of technological applications to increase student performance across all content areas in all grade levels. Parents will indicate an increased satisfaction in technology usage at Durbin Creek Elementary as indicated on the climate survey. 1

G083092

G3.B1 limited and out-dated technology 2

B220309

G3.B1.S1 Technology for classrooms and student use will be purchased to allow for greater integration and access. 4

S232551

Strategy Rationale

Increasing access to computers and ipads, along with updated document cameras and projectors will enhance and supplement the effective instruction needed for students in the 21st Century.

Action Step 1 5

Purchase of additional laptops and I-pads for classroom use.

Person Responsible

Angela Fuller

Schedule

Annually, from 8/5/2016 to 5/25/2017

Evidence of Completion

Acquisition of new computers, document cameras, i-pads and utilized in classrooms as evidenced by check out of equipment through our media department.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Increased use in technology use across grade levels, as seen in lesson plans and during observations.

Person Responsible

Angela Fuller

Schedule

Quarterly, from 10/17/2016 to 5/25/2017

Evidence of Completion

Lesson plans and sign out sheets from media department

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student and parents will be surveyed to see if they are seeing an increase in use and access to technology

Person Responsible

Angela Fuller

Schedule

Semiannually, from 1/1/2017 to 5/25/2018


Evidence of Completion

survey data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.MA1 M301486	Staff will monitor and review Math DE scores each assessment period and compare to MFAS data for...	Baez, Vanessa	8/10/2016	Data Notebooks, DE	5/24/2017 quarterly
G2.B2.S1.MA1 M301482	Survey to both mentor and master teacher to get feedback and monitor implementation	Fuller, Angela	8/10/2016	completed surveys and anecdotal records	5/24/2017 semiannually
G2.B2.S1.MA1 M301483	ILC will meet with new teachers and mentors to review progress and answer questions.	Baez, Vanessa	8/10/2016	meeting agenda and minutes or conference notes of ILC	5/24/2017 every-6-weeks
G2.B2.S1.A1 A297578	Each new teacher will be partnered with a master teacher, familiar with MFAS implementation.	Baez, Vanessa	8/10/2016	Roster, mentor meetings, new teacher meetings, observation notes	5/24/2017 annually
G2.B3.S1.MA1 M301484	Student progress will be tracked and recorded and reviewed by administration.	Miller, Kimberly	8/10/2016	Conference notes with teachers, copies of tracking sheets	5/24/2017 quarterly
G2.B3.S1.MA1 M301485	Administration will review data notebooks or tracking sheets quarterly during WOW Wednesdays.	Miller, Kimberly	8/10/2016	meeting agendas and minutes, copies of tracking sheets	5/24/2017 quarterly
G2.B3.S1.A1 A297579	Grade levels will create a tracking/recording system to monitor student progress on MFAS tasks.	Baez, Vanessa	8/10/2016	copies of tracking sheets or data notebooks	5/24/2017 annually
G1.MA1 M301479	Increased teacher collaboration in ELA and meeting the needs of all students in meetings across a...	Baez, Vanessa	8/10/2016	Student FSA scores, student DE scores, and reading portfolios	5/25/2017 quarterly
G3.MA1 M301489	Ongoing progress monitoring using surveys and student use reports will be analyzed regularly to...	Fuller, Angela	1/1/2017	Results from survey and sign out sheets from media department	5/25/2017 semiannually
G1.B1.S1.MA1 M301477	Walkthroughs, informal and formal observations. Meetings with teachers.	Fuller, Angela	8/10/2016	Artifacts and strategies from Professional Development being used in the classroom. Meeting notes show evidence of strategies learned.	5/25/2017 quarterly
G1.B1.S1.MA1 M301478	Professional Development opportunities	Fuller, Angela	8/10/2016	Minutes, Agendas and sign-in sheets from Professional Development opportunities.	5/25/2017 quarterly
G1.B1.S1.A1 A297575	Teachers will be given common team time to work with the ILC and administration and have...		8/10/2016	Minutes and Agendas	5/25/2017 weekly
G1.B1.S1.A2 A297576	Purchase of supplemental materials for grades 3-5	Miller, Kimberly	8/10/2016	Teacher materials and student consumables in ELA	5/25/2017 semiannually
G2.B1.S1.MA1 M301480	Grade level tracking will be utilized by students and teachers to track progress and develop small...	Baez, Vanessa	8/10/2016	Grade level tracking sheets, MFAS Tasks, MEA tasks	5/25/2017 quarterly
G2.B1.S1.MA1 M301481	Administration will make "unannounced" visits during Thursday meetings to ensure fidelity of...	Fuller, Angela	8/10/2016	Data from MFAS Tasks, Discovery Ed, and FSA	5/25/2017 quarterly
G2.B1.S1.A1 A297577	Meetings with grade level teams monthly during the weekly Thursday during common planning time	Baez, Vanessa	8/10/2016	Minutes and agendas	5/25/2017 monthly
G3.B1.S1.MA1 M301488	Increased use in technology use across grade levels, as seen in lesson plans and during...	Fuller, Angela	10/17/2016	Lesson plans and sign out sheets from media department	5/25/2017 quarterly
G3.B1.S1.A1 A297580	Purchase of additional laptops and I-pads for classroom use.	Fuller, Angela	8/5/2016	Acquisition of new computers, document cameras, i-pads and utilized in classrooms as evidenced by check	5/25/2017 annually

St. Johns - 0441 - Durbin Creek Elementary School - 2016-17 SIP
Durbin Creek Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				out of equipment through our media department.	
G3.B1.S1.MA1  M301487	Student and parents will be surveyed to see if they are seeing an increase in use and access to...	Fuller, Angela	1/1/2017	survey data	5/25/2018 semiannually

V. Professional Development Opportunities

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

G1. Durbin Creek teachers and staff will engage students in systematic, focused reading instruction, across all grade levels to improve proficiency in fluency and reading comprehension skills.

G1.B1 Limited curriculum materials and resources in the area of ELA.

G1.B1.S1 Professional development in balanced literacy and requisition of materials and resources for teacher use.

PD Opportunity 1

Teachers will be given common team time to work with the ILC and administration and have professional development in Balanced literacy on Wednesday afternoons. A core team of teachers will attend a PLC conference in Jacksonville in November.

Facilitator

April Hatcher, ILC

Participants

All faculty and staff

Schedule

Weekly, from 8/10/2016 to 5/25/2017

G2. Durbin Creek teachers and staff will utilize the Math Formative Assessment System to develop processes and proficiencies in the area of mathematics for their students.

G2.B3 Consistency and tracking of student data and performance across grade levels and classrooms.

G2.B3.S1 Grade levels will create a grade level tracking system to record student progress and will collaborate vertically to aid in school wide accountability.

PD Opportunity 1

Grade levels will create a tracking/recording system to monitor student progress on MFAS tasks.

Facilitator

Grade level or team leaders

Participants

all faculty in grades K-5

Schedule

Annually, from 8/10/2016 to 5/24/2017

VI. Technical Assistance Items

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

G3. Durbin Creek will increase student use and knowledge of technological applications to increase student performance across all content areas in all grade levels. Parents will indicate an increased satisfaction in technology usage at Durbin Creek Elementary as indicated on the climate survey.

G3.B1 limited and out-dated technology

G3.B1.S1 Technology for classrooms and student use will be purchased to allow for greater integration and access.

TA Opportunity 1

Purchase of additional laptops and I-pads for classroom use.

Facilitator

ILC, Administration

Participants

ESE staff

Schedule

Annually, from 8/5/2016 to 5/25/2017

VII. Budget

1	G1.B1.S1.A1	Teachers will be given common team time to work with the ILC and administration and have professional development in Balanced literacy on Wednesday afternoons. A core team of teachers will attend a PLC conference in Jacksonville in November.				\$6,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3361	330-Travel	0441 - Durbin Creek Elementary School	School Improvement Funds		\$6,600.00
			<i>Notes: Money will be spent on 10 registrations and meals for 3 day conference.</i>			
2	G1.B1.S1.A2	Purchase of supplemental materials for grades 3-5				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3361	500-Materials and Supplies	0441 - Durbin Creek Elementary School	School Improvement Funds		\$5,000.00
			<i>Notes: I would like to use the carry forward funds from School recognition.</i>			
3	G2.B1.S1.A1	Meetings with grade level teams monthly during the weekly Thursday during common planning time				\$0.00

St. Johns - 0441 - Durbin Creek Elementary School - 2016-17 SIP
Durbin Creek Elementary School

4	G2.B2.S1.A1	Each new teacher will be partnered with a master teacher, familiar with MFAS implementation.				\$0.00
5	G2.B3.S1.A1	Grade levels will create a tracking/recording system to monitor student progress on MFAS tasks.				\$0.00
6	G3.B1.S1.A1	Purchase of additional laptops and I-pads for classroom use.				\$27,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3361	644-Computer Hardware Non-Capitalized	0441 - Durbin Creek Elementary School	School Improvement Funds		\$27,000.00
			Notes: Student lap tops 18 of them = \$10,080 I-pads 3-10 packs (30 total)=\$14,220 1 laptop charging cart = \$1250			
Total:						\$38,600.00