

Orange County Public Schools

Durrance Elementary



2017-18 Schoolwide Improvement Plan

Durrance Elementary

8101 BENRUS ST, Orlando, FL 32827

<https://durrancees.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Durrance Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Building and fostering relationships is one of our core values at Durrance. Connecting 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, or remediate any issues in order for student to have a successful academic and social day.

b. 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 our school wide positive behavior system. 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 are also a "Bully-Free" school and will not tolerate any student making another student feel unsafe or threatened while attending Durrance.

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.

At Durrance we have adopted the school wide positive behavior system. 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 our behavior system, and how it will 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!

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.

Durrance Elementary School provides a culture enriched with positive behavioral support including character education, positive reinforcement and celebrations of student success. This year we are working to help build motivation and confidence in our students through the use of "swag tags", for things like math fluency, great attendance, and other accomplishments. We celebrate our Principal Award winners weekly as well.

For students who need social/emotional support beyond our positive school wide initiatives, we have a school counselor available who works with students individually and in small groups. For students with more intensive needs, outside services are provided by our SEDNET agencies including one-on-one counseling.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Durrance Elementary School maintains 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 2016-2017 school year.
2. SUSPENSION – Number of students who had at least one suspension during the 2016-2017 school year.
3. CRS FAIL – Number of students who received a failing grade in a Math or English/Language Arts course for the 2016-2017 school year.
4. TWO OR MORE INDICATORS - Number of students who had two or more of the three EWS indicators above during the 2016-2017 school year.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	10	3	20	3	9	0	0	0	0	0	0	0	62
One or more suspensions	1	0	1	4	0	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	13	2	3	27	16	18	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	23	15	21	0	0	0	0	0	0	0	59
	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	0	2	18	15	13	0	0	0	0	0	0	0	55

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

Administration and Launch Team members monitor the performance of all students.

We utilize the following data sources:

- Ongoing, common formative assessments
- Diagnostic assessments (including iReady)
- Progress Monitoring (Core Testing, Fluency Testing, Comprehension Testing, Vocab Testing)
- Teacher observations
- 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 possible solutions
- Weekly PLC meetings with school leadership present to provide support and suggestions for growth

The MTSS process is employed for students who are not making adequate progress.

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 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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Durrance Elementary School will increase parental involvement by providing extra-curricular activities and academic awareness nights that are designed to build positive relationships.

The school will involve parents through SAC, PTA, and PLC Meetings. Parent input will be documented through surveys, question and answer sections, evaluation forms, and meeting minutes. The school will also offer family nights where parents will receive training on student activities related to Reading, Math, Science, and Writing. Also, parents will be invited to Student Recognition Ceremonies, and Parent Resource Nights where they will learn educational strategies to use with their children. Parents will learn about hands-on Math and Science activities that can be done at home and at school.

Day time and/or evening meetings will be offered for teacher-parent meetings. We sometimes provide babysitting services so parents are encouraged to bring children to after-school meetings. Teachers are also open to conducting meetings with parents at times that are convenient for them.

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.

Durrance Elementary School is always looking for ways to increase partnerships with the local community, and this year we are specifically looking for partners who might be able to support our magnet program. The CRT (Lauren Morris) 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's Italian Ice for 15% off an ice cream. If the students collect all four cards, they will receive a free item from Mike's Italian Ice. This year we also have two new partners, including Greater Glory Life Center (who donated school supplies to our children in need), and SIMCOM, last year hosted magnet field trips and also donated a used flight simulator.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Charlton, Mark	Principal
Daniels, Jennifer	Instructional Media
Christian, Holly	Instructional Coach
	Instructional Coach
Van, Linda	Instructional Coach
Woodcock, Heather	School Counselor
Figueroa Solis, Edmi	Assistant Principal
Curran, Deborah	Other

b. Duties

1. 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

Edmi Figueroa Solis – 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 Marzano Instructional Framework

Lauren Morris – Curriculum Resource Teacher (3rd grade support)

- Provides support for teachers on the implementation of the Multi-Tiered System of Support (MTSS)
- Provides intervention and small group support for students
- Provides support for 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
- Coordinates district and state assessments
- PIE Coordinator

Holly Christian – Reading Coach (1st and 2nd grade support)

- 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 and small group for students
- Provides support for 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

Deborah Curran – ESOL Compliance Teacher/MTSS (4th grade support)

- 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 students
- Provides support for 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

Linda Van – Math Coach/Science Coach (Kinder and 5th grade support)

- 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 intervention for students as needed
- Provides support for 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
- Supports science lab teacher with science and magnet planning

Heather Woodcock- School Counselor and Instructional Support (2nd grade support)

- Supports character development, bullying prevention, and other social/emotional needs of students
- Supports teachers with classroom management and MTSS behavior
- Provides support with progress monitoring students to determine effectiveness of interventions being provided
- 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

Marissa Zucker – Staffing Specialist (ESE Self-Contained classroom support)

- 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

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.

In the summer, Leadership carefully reviewed all student data from the previous year, in order to determine trends in data, root causes, and to develop a strategic plan of action for the upcoming school year. We spent a great deal of time reviewing our MTSS processes and procedures, and

brainstorming ways we can improve desired outcomes. We used this data to determine a plan for structuring our schedules and our resources for the year. We also determined a plan of action to improve our Tier 1 instruction, due to the large number of students who are performing below grade level.

During pre-planning, we used last year's student data to come up with a preliminary support plan for students so that strong core instruction and targeted interventions could begin right away. Further diagnostic testing (Core, iReady, Fluency) is currently being done so that revisions can be made to the plan as needed.

Intervention decisions are a team effort, with our teachers, MTSS coach, administration, CRT, and Reading Coach providing input. This year, our Reading Coach is monitoring the inventory of reading intervention materials, and is assisting teachers (along with the CRT) to ensure they know how to utilize the materials. The Reading Coach is scheduled to monitor Tier 2 interventions each day, so that we can ensure lessons are being provided appropriately. Our MTSS Coach will monitor and provide training for Tier 3/Voyager.

Our team will meet regularly to review academic progress, through common assessments (formative and summative), iReady Diagnostic testing, fluency, and CORE testing. Data meetings (Wednesdays for Kinder, 1st and 2nd grade and Fridays for 3,1,4, 5) 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 in so that students can receive Tier 3 reading instruction (Voyager in most cases), 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Jenny Morgan	Parent
Gretchen Raymond	Parent
Migna Zayas	Teacher
Mark Charlton	Principal
Darlene Lopez	Parent
Jackie Warden	Parent
Jennifer Daniels	Teacher
Justine Otero	Parent
Cristina Dunwiddie	Parent
Ashlee Bacchus	Parent
Beth Stutz	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year we were able to hold five 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. Overall, we determined that changes for the scheduling and formatting of meetings would be beneficial for this upcoming school year.

b. 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.

c. 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 two critical support personnel this year- Ms. Holly Christian, Reading Coach and Ms. Deborah Curran, our ESOL Compliance teacher. Both people will be instrumental in providing intervention help to students and providing professional development in their areas of expertise. Additionally, over \$5,000 dollars has been allocated from Title 1 funds for student tutoring and another \$5,000 for staff trainings.

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

Our budget helped us to purchase two critical support personnel last year- Ms. Linda Van, Math Coach and Ms. Deborah Curran, our ESOL Compliance teacher. Both people were instrumental in providing intervention help to students and providing professional development in their areas of expertise. The amount used to help purchase those positions was \$61,000. Additionally we spent over \$20,000 on tutoring (Summer School and year round tutoring) and staff development for teachers (substitute costs related to collaborative planning etc.).

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
Charlton, Mark	Principal
Figueroa Solis, Edmi	Assistant Principal
Christian, Holly	Instructional Coach
Douglas, Kelly	Teacher, K-12
Chung, Emily	Teacher, K-12
Curran, Deborah	Teacher, ESE
Koch, Lauren	Instructional Coach
Woodcock, Heather	School Counselor
Heuberger, Christine	Teacher, K-12

b. Duties

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

- ~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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school requires that teachers meet five times a week to establish a positive, collaborative time for planning, data analysis, and instruction. During pre-planning, we revisited our Core Values

(Relationships, Collaboration, and Effective Instruction) while will provide the backbone of all that we do in our daily planning.

On Mondays, 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 Edmi Figueroa Solis, Assistant Principal.

2. 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.

3. 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.

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.

Since adopting the Florida Standards, our teachers and Leadership have been working to develop our expertise in deconstructing standards and in developing effective lesson plans that are aligned to the Florida Standards. This is a work in progress and is something that is at the forefront of all that we do. It is our strong belief that this lesson planning process, leading to rigorous assignments in front of our students, is at the core of student achievement.

The Leadership team met in the summer to analyze student data and to determine ways we might strengthen our Core instruction, so that it is more strongly aligned to the intended rigor of the Florida

Standards. We determined a specific expectation for creating performance based scales that would be rolled out to teachers during pre-planning. During pre-planning, these expectations were further developed as we met again to review samples of scales made by teachers.

We are providing ongoing PD and coaching to teachers in this process, and in all other aspects of the planning process as well. Each grade level has a support person assigned for both reading planning (Tuesdays), and math planning (Thursdays). Additionally, our science coach and science lab teacher are available to assist with science planning. Administration monitors and supports all planning as needed. In addition, we are also providing professional development on incorporating strategies to support our ESE and ELL students.

Along with the support of coaches, teachers follow the backwards design model to plan lessons, using a scale planning worksheet as their base (includes deconstruction of standard and a breakdown of targets as well as activities that align with each target). Teachers were provided with lesson planning resource books (created by Launch Team) in order to assist in the process. Other resources include CRMs, CPalms, iReady Toolbox, FSA item specs, Read Works, and Storyworks.

Throughout the year, we will continue to provide professional development and ongoing monitoring of the work that students are doing in order to ensure we are preparing our students adequately for the challenges 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.

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 used 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.

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: 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. For further reading data, teachers will use 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Our school guidance counselor will work with the VPK teacher as she supports the transition of students into VPK, and then into Kindergarten.

Our ESE 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 May 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.

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.

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 2012, and AVID strategies continue to be used. 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 safety patrols, and the MAGIC program.

2. 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. Our fourth and fifth grade science lab will continue 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.

3. 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 an Aerospace 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 by planning lessons in Science Lab together.

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.

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 iReady and CORE Phonics 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Our student proficiency in ELA will increase from 48% to 58% through implementation of close reading strategies as identified through the District Professional Learning Community process.
- G2.** We will increase the percentage of students in the lowest 25% who make Learning Gains in ELA from 52% to 65%.

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. Our student proficiency in ELA will increase from 48% to 58% through implementation of close reading strategies as identified through the District Professional Learning Community process. **1a**

 G095130

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	58.0

Targeted Barriers to Achieving the Goal **3**

- Many of our students are more than one year behind.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- We have a large and competent leadership team who can assist with planning, push-in support and monitoring rigor of lessons.
- We have tutors available to provide targeted push-in support for small groups in ELA.
- Our master schedule allows for teachers to have common planning for collaboration and structured, job-embedded PD.

Plan to Monitor Progress Toward G1. **8**

Principal, Assistant Principal, and Leadership Team will facilitate weekly data meetings that include an analysis of iReady and standards based assessment data to determine if students are making adequate progress.

Person Responsible

Mark Charlton


Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

i-Ready growth monitoring, i-Ready Diagnostics and standards based assessment data reflecting student growth in the mastery of the standards.

G2. We will increase the percentage of students in the lowest 25% who make Learning Gains in ELA from 52% to 65%. **1a**

 G095131

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal **3**

- The high number of students below grade level makes it difficult for teachers to provide adequate small group and individual direct instruction within the allotted time.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- We have had time to collaborate as a team and have developed a creative scheduling and intervention plan to maximize direct instruction time for our students in need.
- We are now being given information regarding our data and who is in our bottom 25% so we can begin early intervention.
- We have a large Leadership team, as well as hired tutors who are available for targeted push-in support for small groups with our bottom 25%.

Plan to Monitor Progress Toward G2. **8**

Through weekly data checks and data/MTSS meetings, Leadership team will assist teachers in monitoring progress through goal.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iReady, Common Assessments, MTSS progress monitoring data, CORE, Fluency, STAR

Plan to Monitor Progress Toward G2. **8**

Teachers will monitor progress of individual students and will track goals and progress quarterly.

Person Responsible

Mark Charlton

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Teacher Goal Setting and Tracking forms

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. Our student proficiency in ELA will increase from 48% to 58% through implementation of close reading strategies as identified through the District Professional Learning Community process. 1

G095130

G1.B1 Many of our students are more than one year behind. 2

B256035

G1.B1.S1 Reading Coach will plan with each team to assist with understanding of ELA standards and how to design effective, standards based ELA lessons. Teams will also meet with the Reading Coach for a second day of ELA planning to review the implementation of the following week instruction. 4

S270627

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 8/14/2017 to 5/30/2018

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 meet with teachers for a second day of ELA planning to review the implementation of the following week's instruction.

Person Responsible

Holly Christian

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data, and performance data reflecting growth in mastery of the standards.

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

Principal and Assistant Principal 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 8/14/2017 to 5/30/2018

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, Assistant Principal, 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 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom observation data reflecting teachers' understanding of aligning tasks to the rigor of the standards. Students' performance data reflecting growth in mastery of the standards.

G2. We will increase the percentage of students in the lowest 25% who make Learning Gains in ELA from 52% to 65%. 1

G095131

G2.B1 The high number of students below grade level makes it difficult for teachers to provide adequate small group and individual direct instruction within the allotted time. 2

B256038

G2.B1.S1 Provide targeted push-in support during ELA block and intervention time to support our struggling readers. 4

S270631

Strategy Rationale

Because so many of our students are performing below grade level, it is crucial for us to increase the amount of effective, direct instruction they are receiving in foundational skills.

Action Step 1 5

Data meeting/MTSS schedule will specify meetings to identify students who are at risk (CORE, fluency, iReady, FSA, STAR) to determine which interventions are needed, to monitor progress, and to assist teachers with instructional changes as needed.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

MTSS/Data meeting schedule

Action Step 2 5

Leadership team and tutors will provide additional support to students during intervention and ELA block.

Person Responsible

Mark Charlton

Schedule

On 5/30/2018

Evidence of Completion

Quarterly (or as-needed) Push-In Support Plan for ELA

Action Step 3 5

Voyager will be implemented as a Tier 3 intervention.

Person Responsible

Holly Christian

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Master Schedule and MTSS Documentation

Action Step 4 5

Reading Coach will provide resources and will monitor Tier 2 interventions and push-in support for 3rd-5th grade.

Person Responsible

Holly Christian

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Action Step 5 5

Master schedule will increase reading intervention time, allowing 45 minutes on M, T, R, F for Tier 2 and Tier 3 intervention.

Person Responsible

Schedule

On 5/30/2018

Evidence of Completion

Master Schedule

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

Leadership team will conduct weekly walkthroughs and discuss data during Leadership meetings.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom observation data, Leadership team meeting agendas and notes

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

Principal and Assistant Principal will conduct weekly data meetings.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student achievement data, including iReady and common assessments,

G2.B1.S2 Provide additional support for teachers in providing effective, targeted small group instruction.

4

 S270632

Strategy Rationale

Teachers have varying levels of expertise when it comes to meeting the needs of our struggling readers, so more support will ensure that time in small groups is used most effectively.

Action Step 1 5

A schedule will be created to ensure that all grade levels have regularly scheduled coaching and support during small group instruction.

Person Responsible

Mark Charlton

Schedule

On 5/30/2018

Evidence of Completion

Launch team schedules

Action Step 2 5

Walkthroughs of small group instruction will occur regularly by coaches and/or administration so that specific, actionable feedback can be provided to teachers.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Weekly Launch Team meeting notes

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

Principal and/or Assistant Principal will monitor through reviewing small group plans, through weekly Leadership team meetings and classroom walkthroughs.

Person Responsible

Mark Charlton

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Small group plans, Leadership team Meeting agendas and notes, and classroom walkthrough data

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

Principal and Assistant Principal will review student achievement data of the bottom 25% in order to monitor effectiveness of targeted, small group instruction.

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/14/2017 to 5/30/2018



Evidence of Completion

iReady data will be primary measure, but will also look at fluency data, CORE data, and formatives

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M387326	Principal, Assistant Principal, and Leadership Team will facilitate weekly data meetings that...	Charlton, Mark	8/14/2017	i-Ready growth monitoring, i-Ready Diagnostics and standards based assessment data reflecting student growth in the mastery of the standards.	5/30/2018 weekly
G2.MA1 M387331	Through weekly data checks and data/ MTSS meetings, Leadership team will assist teachers in...	Charlton, Mark	8/14/2017	iReady, Common Assessments, MTSS progress monitoring data, CORE, Fluency, STAR	5/30/2018 weekly
G2.MA2 M387332	Teachers will monitor progress of individual students and will track goals and progress quarterly.	Charlton, Mark	8/14/2017	Teacher Goal Setting and Tracking forms	5/30/2018 quarterly
G1.B1.S1.MA1 M387318	Principal, Assistant Principal, and Launch Team will provide frequent observations of lessons in...	Charlton, Mark	8/14/2017	Classroom observation data reflecting teachers' understanding of aligning tasks to the rigor of the standards. Students' performance data reflecting growth in mastery of the standards.	5/30/2018 every-3-weeks
G1.B1.S1.MA1 M387319	Principal and Assistant Principal will monitor collaborative planning sessions. Observations and/or...	Charlton, Mark	8/14/2017	PLC/Collaborative Planning Progress Monitoring Log will be kept to track weekly feedback regarding planning and PLCs.	5/30/2018 weekly
G1.B1.S1.A1 A362483	Reading coach will support weekly collaborative ELA planning for all teams.	Christian, Holly	8/14/2017	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.	5/30/2018 weekly
G1.B1.S1.A2 A362484	Reading Coach will meet with teachers for a second day of ELA planning to review the implementation...	Christian, Holly	8/14/2017	Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data, and performance data reflecting growth in mastery of the standards.	5/30/2018 monthly
G2.B1.S1.MA1 M387327	Principal and Assistant Principal will conduct weekly data meetings.	Charlton, Mark	8/14/2017	Student achievement data, including iReady and common assessments,	5/30/2018 weekly
G2.B1.S1.MA1 M387328	Leadership team will conduct weekly walkthroughs and discuss data during Leadership meetings.	Charlton, Mark	8/14/2017	Classroom observation data, Leadership team meeting agendas and notes	5/30/2018 weekly
G2.B1.S1.A1 A362493	Data meeting/MTSS schedule will specify meetings to identify students who are at risk (CORE,...	Charlton, Mark	8/14/2017	MTSS/Data meeting schedule	5/30/2018 weekly
G2.B1.S1.A2 A362494	Leadership team and tutors will provide additional support to students during intervention and ELA...	Charlton, Mark	8/14/2017	Quarterly (or as-needed) Push-In Support Plan for ELA	5/30/2018 one-time
G2.B1.S1.A3 A362495	Voyager will be implemented as a Tier 3 intervention.	Christian, Holly	8/14/2017	Master Schedule and MTSS Documentation	5/30/2018 daily
G2.B1.S1.A4 A362496	Reading Coach will provide resources and will monitor Tier 2 interventions and push-in support for...	Christian, Holly	8/14/2017		5/30/2018 daily
G2.B1.S1.A5 A362497	Master schedule will increase reading intervention time, allowing 45 minutes on M, T, R, F for Tier...		8/14/2017	Master Schedule	5/30/2018 one-time
G2.B1.S2.MA1 M387329	Principal and Assistant Principal will review student achievement data of the bottom 25% in order...	Charlton, Mark	8/14/2017	iReady data will be primary measure, but will also look at fluency data, CORE data, and formatives	5/30/2018 weekly
G2.B1.S2.MA1 M387330	Principal and/or Assistant Principal will monitor through reviewing small group plans, through...	Charlton, Mark	8/14/2017	Small group plans, Leadership team Meeting agendas and notes, and classroom walkthrough data	5/30/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A1  A362498	A schedule will be created to ensure that all grade levels have regularly scheduled coaching and...	Charlton, Mark	8/14/2017	Launch team schedules	5/30/2018 one-time
G2.B1.S2.A2  A362499	Walkthroughs of small group instruction will occur regularly by coaches and/or administration so...	Charlton, Mark	8/14/2017	Weekly Launch Team meeting notes	5/30/2018 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

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	2017-18
	2110	100-Salaries	0801 - Durrance Elementary	General Fund	0.8	\$30,000.00
2	G1.B1.S1.A2	Reading Coach will meet with teachers for a second day of ELA planning to review the implementation of the following week's instruction.				\$0.00
3	G2.B1.S1.A1	Data meeting/MTSS schedule will specify meetings to identify students who are at risk (CORE, fluency, iReady, FSA, STAR) to determine which interventions are needed, to monitor progress, and to assist teachers with instructional changes as needed.				\$0.00
4	G2.B1.S1.A2	Leadership team and tutors will provide additional support to students during intervention and ELA block.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0801 - Durrance Elementary	General Fund		\$6,000.00
5	G2.B1.S1.A3	Voyager will be implemented as a Tier 3 intervention.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0801 - Durrance Elementary	General Fund		\$0.00
6	G2.B1.S1.A4	Reading Coach will provide resources and will monitor Tier 2 interventions and push-in support for 3rd-5th grade.				\$0.00
7	G2.B1.S1.A5	Master schedule will increase reading intervention time, allowing 45 minutes on M, T, R, F for Tier 2 and Tier 3 intervention.				\$0.00
8	G2.B1.S2.A1	A schedule will be created to ensure that all grade levels have regularly scheduled coaching and support during small group instruction.				\$0.00
9	G2.B1.S2.A2	Walkthroughs of small group instruction will occur regularly by coaches and/or administration so that specific, actionable feedback can be provided to teachers.				\$0.00
Total:						\$36,000.00