

St. Johns County School District

Durbin Creek Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	16%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 9/25/2017.

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 Durbin Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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. In September our parents are all invited to attend our curriculum chats and we will have had a family bingo night for staff and families to interact. Our school focuses on building relationships through events that involve teachers, parents, students and business partners, 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 and staff.

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 Friday 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.

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.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics during any grading period
- Below level on DRA
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

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	2	5	2	1	4	3	0	0	0	0	0	0	0	17
One or more suspensions	0	1	1	1	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11

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	0	0	0	0	2	1	0	0	0	0	0	0	0	3

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

Durbin's core MTSS team meets at least once a month to review and discuss students needing interventions. If it is an attendance or behavior concern the guidance counselor and administration work together to develop a plan and meet with the parent and student. For reading and math interventions we use a variety of research based, small group interventions (ex. STAMs, Phonics for Reading, Explode the Code, STARS) for both tier 2 and 3. Our school has a rolling intervention time allowing all ESE teachers and paraprofessionals to assist during this time. Our resource teachers have identified our bottom quartile students in 4th and 5th grade and selected a few students for each to work with based on student interests.

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?

No

1. PFEP 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

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
Lehman, Kelli	Psychologist
Wamser, Bob	Other

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 - bi-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
Teri Heath	Teacher
Amber VanMeter	Parent
Lacey Boswell	Parent
Jennie Jones	Teacher
Rachel Hughes	Parent
Tracy Kosier	Parent
Troy Mack	Parent
Kara Bird	Teacher
Brenda Pence	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

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'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
Baez, Vanessa	Instructional Coach
Lehman, Kelli	Psychologist

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 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.

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, iReady, DRA data, 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. 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 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.

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Durbin Creek teachers will increase student knowledge in the area of Science, particularly understanding the nature of science and the scientific process.
- G2.** Durbin Creek teachers and staff will identify our bottom quartile students in both ELA and Math, based on FSA, classroom grades, and iReady diagnostics, and target instruction based on student needs to ensure academic gains are attained.
- G3.** Durbin Creek will increase student use of technological applications to increase student performance in ELA and Math at 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 will increase student knowledge in the area of Science, particularly understanding the nature of science and the scientific process. 1a

G096434

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of time for science instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Brooke Reynolds, Brooke Paget, Nathan Gustafson
- FOSS kits
- STEM lessons

Plan to Monitor Progress Toward G1. 8

Teachers will keep track of lessons and assessments in the area of science.

Person Responsible

Angela Fuller

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher gradebooks and student assessments/projects

G2. Durbin Creek teachers and staff will identify our bottom quartile students in both ELA and Math, based on FSA, classroom grades, and iReady diagnostics, and target instruction based on student needs to ensure academic gains are attained. 1a

G096435

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	80.0
ELA/Reading Gains District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- lack of focus on struggling learners
- lack of knowledge on instructional practices specific to the need of struggling students

Resources Available to Help Reduce or Eliminate the Barriers 2

- schedule intervention time
- collaborative team planning time weekly
- professional development on working together as ESE and general education teachers

Plan to Monitor Progress Toward G2. 8

Leadership team will monitor progress in iReady after the 2nd diagnostic and classroom performance each quarter.

Person Responsible

Angela Fuller

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Growth charts and reports

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

G096436

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	80.0

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 10/1/2017 to 5/24/2018

Evidence of Completion

Results from survey and sign out sheets from media department, lab schedules

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Durbin Creek teachers will increase student knowledge in the area of Science, particularly understanding the nature of science and the scientific process. **1**

 G096434

G1.B1 Lack of time for science instruction **2**

 B259510

G1.B1.S1 Create integrated lessons into the ELA blocks for primary grades. **4**

 S274850

Strategy Rationale

By integrating the lessons into ELA it will allow more time and focus on science topics. Students will be reading and writing about the science concepts, which will help them become more familiar with the topics.

Action Step 1 **5**

Teachers will meet and develop lessons with the ILC.

Person Responsible

Vanessa Baez

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Created lesson plans

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

Administrators will observe an integrated science/ELA lesson as one of their annual observations.

Person Responsible

Angela Fuller

Schedule

On 4/1/2018

Evidence of Completion

One of the teacher's annual observations will be during an ela/science integrated lesson.

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

Student achievement summative science assessments.

Person Responsible

Kimberly Miller

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Grades and scores on summative science assessments

G2. Durbin Creek teachers and staff will identify our bottom quartile students in both ELA and Math, based on FSA, classroom grades, and iReady diagnostics, and target instruction based on student needs to ensure academic gains are attained. 1

G096435

G2.B1 lack of focus on struggling learners 2

B259512

G2.B1.S1 Through the collaboration process, teams will meet weekly to discuss data and focus on how we can move our bottom quartile students. 4

S274852

Strategy Rationale

The constant attention on the students who need our most help will keep us focused on our goal of all students making gains.

Action Step 1 5

Schedule weekly meetings

Person Responsible

Vanessa Baez

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Team minutes and agendas will provide the evidence of the meetings.

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

Teams will turn in or post in one-note their evidence (agendas and minutes)

Person Responsible

Angela Fuller

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Admin will review one note monthly

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

Leadership team will review data quarterly using iReady and class grades and evidence.

Person Responsible

Angela Fuller

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Core MTSS meeting notes

G2.B3 lack of knowledge on instructional practices specific to the need of struggling students 2

 B259514

G2.B3.S1 Teachers will be trained in effective intervention strategies and how to better close the gap.

4

 S274854

Strategy Rationale

Teachers need ideas and training to be most effective when students are behind and have instructional gaps.

Action Step 1 5

Teachers will receive professional development in best practices in RtI

Person Responsible

Angela Fuller

Schedule

Triannually, from 11/1/2017 to 5/24/2018

Evidence of Completion

Teachers will be trained and then come back and train the other teachers on their teams.

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

Administration will attend plc and MTSS meetings to ensure strategies are being used.

Person Responsible

Angela Fuller

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Rtl plans and meeting notes and agendas

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

ILC and Psychologist will review plans and ensure teachers are implementing with fidelity.

Person Responsible

Vanessa Baez

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Fidelity checks

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

G096436

G3.B1 limited and out-dated technology 2

B259515

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

S274855

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 I-pads for classroom use.

Person Responsible

Angela Fuller

Schedule

Annually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Acquisition of new document cameras, projectors, and 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 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans and sign out sheets from media department, lab schedules

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 10/1/2017 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
2018					
G1.B1.S1.MA1 M396851	Administrators will observe an integrated science/ELA lesson as one of their annual observations.	Fuller, Angela	9/1/2017	One of the teacher's annual observations will be during an ela/ science integrated lesson.	4/1/2018 one-time
G2.B1.S1.MA1 M396856	Teams will turn in or post in one-note their evidence (agendas and minutes)	Fuller, Angela	8/18/2017	Admin will review one note monthly	5/18/2018 monthly
G2.B1.S1.A1 A368994	Schedule weekly meetings	Baez, Vanessa	8/18/2017	Team minutes and agendas will provide the evidence of the meetings.	5/18/2018 weekly
G1.MA1 M396854	Teachers will keep track of lessons and assessments in the area of science.	Fuller, Angela	8/10/2017	Teacher gradebooks and student assessments/projects	5/24/2018 quarterly
G2.MA1 M396859	Leadership team will monitor progress in iReady after the 2nd diagnostic and classroom performance...	Fuller, Angela	8/10/2017	Growth charts and reports	5/24/2018 triannually
G3.MA1 M396862	Ongoing progress monitoring using surveys and student use reports will be analyzed regularly to...	Fuller, Angela	10/1/2017	Results from survey and sign out sheets from media department, lab schedules	5/24/2018 semiannually
G1.B1.S1.MA1 M396850	Student achievement summative science assessments.	Miller, Kimberly	8/10/2017	Grades and scores on summative science assessments	5/24/2018 quarterly
G1.B1.S1.A1 A368993	Teachers will meet and develop lessons with the ILC.	Baez, Vanessa	8/10/2017	Created lesson plans	5/24/2018 quarterly
G2.B1.S1.MA1 M396855	Leadership team will review data quarterly using iReady and class grades and evidence.	Fuller, Angela	8/10/2017	Core MTSS meeting notes	5/24/2018 quarterly
G2.B3.S1.MA1 M396857	ILC and Psychologist will review plans and ensure teachers are implementing with fidelity.	Baez, Vanessa	8/10/2017	Fidelity checks	5/24/2018 quarterly
G2.B3.S1.MA1 M396858	Administration will attend plc and MTSS meetings to ensure strategies are being used.	Fuller, Angela	10/16/2017	Rtl plans and meeting notes and agendas	5/24/2018 quarterly
G2.B3.S1.A1 A368996	Teachers will receive professional development in best practices in Rtl	Fuller, Angela	11/1/2017	Teachers will be trained and then come back and train the other teachers on their teams.	5/24/2018 triannually
G3.B1.S1.MA1 M396861	Increased use in technology use across grade levels, as seen in lesson plans and during...	Fuller, Angela	8/10/2017	Lesson plans and sign out sheets from media department, lab schedules	5/24/2018 quarterly
G3.B1.S1.A1 A368997	Purchase I-pads for classroom use.	Fuller, Angela	8/10/2017	Acquisition of new document cameras, projectors, and i-pads and utilized in classrooms as evidenced by check out of equipment through our media department.	5/24/2018 annually
G3.B1.S1.MA1 M396860	Student and parents will be surveyed to see if they are seeing an increase in use and access to...	Fuller, Angela	10/1/2017	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 will increase student knowledge in the area of Science, particularly understanding the nature of science and the scientific process.

G1.B1 Lack of time for science instruction

G1.B1.S1 Create integrated lessons into the ELA blocks for primary grades.

PD Opportunity 1

Teachers will meet and develop lessons with the ILC.

Facilitator

April Hatcher

Participants

Primary teachers

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

G2. Durbin Creek teachers and staff will identify our bottom quartile students in both ELA and Math, based on FSA, classroom grades, and iReady diagnostics, and target instruction based on student needs to ensure academic gains are attained.

G2.B3 lack of knowledge on instructional practices specific to the need of struggling students

G2.B3.S1 Teachers will be trained in effective intervention strategies and how to better close the gap.

PD Opportunity 1

Teachers will receive professional development in best practices in RtI

Facilitator

Angie Fuller

Participants

classroom teachers

Schedule

Triannually, from 11/1/2017 to 5/24/2018

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 of technological applications to increase student performance in ELA and Math at 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 I-pads for classroom use.

Facilitator

ILC, Administration

Participants

All teachers

Schedule

Annually, from 8/10/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	Teachers will meet and develop lessons with the ILC.				\$0.00
2	G2.B1.S1.A1	Schedule weekly meetings				\$0.00
3	G2.B3.S1.A1	Teachers will receive professional development in best practices in Rtl				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0441 - Durbin Creek Elementary School	School Improvement Funds		\$3,500.00
Notes: Attend Rtl institute						
4	G3.B1.S1.A1	Purchase I-pads for classroom use.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3361	644-Computer Hardware Non-Capitalized	0441 - Durbin Creek Elementary School	School Improvement Funds		\$15,000.00
Notes: I-pads 4-10 packs (40 total)=\$11,996 2 ipad charging carts = \$2500						
					Total:	\$18,500.00