2013-2014 SCHOOL IMPROVEMENT PLAN

Durbin Creek Elementary School

4100 RACE TRACK RD

Saint Johns, FL 32259

904-547-3880

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	7%

Alternative/ESE Center	Charter School	Minority Rate
No	No	21%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Durbin Creek Elementary School

Principal
Sandra McMandon

School Advisory Council chair
Teresa Padgett

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Christy Slater	Assistant Principal
Angela Rodgers	Literacy Coach

District-Level Information

District
St. Johns

Superintendent
Dr. Joseph G Joyner

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Durbin Creek Elementary's SAC is composed of parents, business partners, county representative and teachers. SAC is composed of 51% parents and business partners and 49% school staff. We include a representative from each grade level, and one non-instructional staff member. Our SAC Team is also represented by one or more Administrators.The parents are invited from all grade levels. All teachers in our school belong to at least one SAC Sub-Committee.

Involvement of the SAC in the development of the SIP

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 end of last year to prepare for this year.

Activities of the SAC for the upcoming school year

We have 8 meetings scheduled this school year. After voting in this year's SAC team members at the September meeting, each meeting will focus on one of the SAC Sub-Committees ideas and vertical

alignment. During our monthly meetings we also disseminate pertinent school happenings. SAC members are provided the opportunity for quesitons and discussions so that they may relay this information to their constituents.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Sandra McMandon		
Principal	Years as Administrator: 10	Years at Current School: 3

Credentials	Master Ed. Leadership Master Elementary ed. B.S. Early Childhood Ed
Performance Record	School Grades: All previous schools designated A FCAT Proficiency: 2011-2012; 84% Reading; 81% Math Learning Gains: 2011-2012; 77% Reading; 74% Math Lowest 25%: 2011-2012; 74% Reading;59% Math FCAT Proficiency: 2012-2013; 87%Reading; 86% Math Learning Gains: 2012-2013; 89% Reading; 78% Math Lowest 25%: 2012-2013; 82% Reading; 79% Math

Christy Slater		
Asst Principal	Years as Administrator: 17	Years at Current School: 4

Credentials	Master Ed. Leadership B.S. Early Childhood
Performance Record	School Grades: All previous schools designated A FCAT Proficiency: 2011-2012; 84% Reading; 81% Math Learning Gains: 2011-2012; 77% Reading; 74% Math Lowest 25%: 2011-2012; 74% Reading;59% Math FCAT Proficiency: 2012-2013; 87%Reading; 86% Math Learning Gains: 2012-2013; 89% Reading; 78% Math Lowest 25%: 2012-2013; 82% Reading; 79% Math

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Angela Rodgers		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Masters in Educational Leadership Bachelors in Elementary Education K-6 ESOL Endorsement	

Performance Record

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

56

 # receiving effective rating or higher

56, 100%

 # Highly Qualified Teachers

100%

 # certified in-field
56, 100%

 # ESOL endorsed
49, 88%

 # reading endorsed
1, 2%

 # with advanced degrees
14, 25%

 # National Board Certified
2, 4%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
5, 9%

 # with 6-14 years of experience
35, 63%

 # with 15 or more years of experience
15, 27%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Durbin Creek only hires high quality teachers through careful examination of teacher candidates as well as a round table approach to interviews. In addition, Durbin Creek will continue to provide ongoing professional development opportunities to support growth and retention of highly effective teachers.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

They are charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support and communication.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

We conduct data collection, classroom observation, fidelity checks and ongoing teacher training to ensure DCE's MTSS and SIP are being implemented with fidelity.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Formal and Informal Assessments are utilized including Discovery Education, FCAT 2.0, DFAs, DRA and grade-level appropriate assessments. Data from these assessments are reviewed regularly using Performance Plus and data collection sheets.
Beginning of Year Data:
Reading and math – Florida Comprehensive Assessment Test (FCAT)
Reading, Math, Science – Discovery Education, DFAs
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data
Midyear Data:
Reading, Math, Science – Discovery Education, DFAs
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data
End of Year Data:
Reading and Math – Florida Comprehensive Assessment Test (FCAT)
Reading, Math, Science – Discovery Education, DFAs
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

WOW Wednesdays are utilized to bring grade-level teams together to review student data and problem-solve based on student needs. Parents are part of the process and meet regularly with classroom teachers to ensure understanding of the student's current progress and/or needs. Each team will have a MTSS/RtI liaison who will provide assistance and training as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sandra McMandon	Principal
Christy Slater	Asst. Principal
Renee Labaw	Guidance Counselor
Alyssa Castronova	School Psychologist
Angela Rodgers	ILC
Betsy Britton	Speech Pathologist

How the school-based LLT functions

Meet weekly to discuss/plan for literacy based initiatives or activities and to address academic or behavioral issues. Review universal screening data and link to instructional decisions; review progress monitoring data at grade level and classroom level to identify students who are not meeting benchmark, are at moderate risk for not meeting benchmark, and who are meeting/exceeding benchmarks. The team will identify and provide professional development and resources. The team will also collaborate regularly, problem solve, make decisions regarding effective practices, and evaluate implementation of effective practices.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers plan for Tier I instruction using current data to assist in developing reading lessons that address individual student needs. Formative assessments are utilized to ascertain each student's level of understanding regarding current reading standards. Teachers then target individual student needs to ensure mastery of grade level standards. Grade level teams collaborate on best practices and effective instructional strategies. Administration meets with individual teachers to discuss student data and achievement.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Local area early childhood programs visit DCE campus to acclimate themselves with our Kindergarten classes to ensure a comfortable transition to elementary school.
Durbin Creek utilizes a staggered start for our Kindergarten students, whereby, 3-5 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	86%	87%	Yes	87%
American Indian		0%		
Asian	81%	100%	Yes	83%
Black/African American	70%	79%	Yes	73%
Hispanic	84%	76%	No	86%
White	88%	87%	No	89%
English language learners		0%		
Students with disabilities	61%	37%	No	65%
Economically disadvantaged	83%	62%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	22%	23%
Students scoring at or above Achievement Level 4	278	65%	66%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	216	80%	81%
Students in lowest 25% making learning gains (FCAT 2.0)	31	82%	84%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	109	74%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	84%	86%	Yes	86%
American Indian				
Asian	88%	100%	Yes	90%
Black/African American	63%	71%	Yes	66%
Hispanic	82%	76%	No	84%
White	86%	87%	Yes	87%
English language learners				
Students with disabilities	58%	47%	No	62%
Economically disadvantaged	83%	65%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	29%	31%
Students scoring at or above Achievement Level 4	245	57%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	213	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	79%	80%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	29%	30%
Students scoring at or above Achievement Level 4	86	57%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	30		30
Participation in STEM-related experiences provided for students	900	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	69	8%	4%
Students retained, pursuant to s. 1008.25, F.S.	8	0%	0%
Students who are not proficient in reading by third grade	17	12%	9%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
In 2012-2013, 98% of parents felt welcome and part of our school. Our goal is to increase by 2% in 2013-2014.	882	98%	100%

Area 10: Additional Targets

Additional targets for the school

Character Counts! Program - We plan to engage our students in Character Education through Character Counts and The Seven Habits. Students will participate in lessons and activities both in the classroom and through school-wide events that emphasize character building.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal is to maintain 95%-100% of parents responding that the Character Counts! Program made a positive impact on their child's behavior.	855	95%	100%

Goals Summary

G1. Durbin Creek will engage in targeted Professional Development in the areas of CCSS, Assessments, and Data Analysis to meet the needs of our student population. This Professional Development will occur on WOW Wednesdays, bi-monthly early release days, and

G2. Durbin Creek teachers and staff will utilize the Eight Standards for Mathematical Practice to develop processes and proficiencies in the area of mathematics for their students.

G3. Durbin Creek will identify our ESE population in order to provide intensive, high yield instructional strategies to increase student achievement.

Goals Detail

G1. Durbin Creek will engage in targeted Professional Development in the areas of CCSS, Assessments, and Data Analysis to meet the needs of our student population. This Professional Development will occur on WOW Wednesdays, bi-monthly early release days, and

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- ILC, Administration
- Administration
- District Level Personnel

- Business Partners
- SAC funds
- PLC book studies

Targeted Barriers to Achieving the Goal

- Sustained time frames to collaborate with peers and effectively acquire skills and knowledge needed to increase achievement.

Plan to Monitor Progress Toward the Goal

Staff Development calendar and agendas from trainings that reflect ongoing targeted professional development.

Person or Persons Responsible
Administrators, ILC

Target Dates or Schedule:
ongoing

Evidence of Completion:
Walk throughs, formal and informal observations

G2. Durbin Creek teachers and staff will utilize the Eight Standards for Mathematical Practice to develop processes and proficiencies in the area of mathematics for their students.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Materials & Manipulatives

Plan to Monitor Progress Toward the Goal

Staff will implement teacher/student conferences to decide if progress towards goals is satisfactory

Person or Persons Responsible
Classroom Teachers, students

Target Dates or Schedule:
Teachers and students will meet to discuss data no less than 8 times per year

Evidence of Completion:
Data Notebooks

G3. Durbin Creek will identify our ESE population in order to provide intensive, high yield instructional strategies to increase student achievement.

Targets Supported
- Science - Elementary School
- STEM
- STEM - All Levels
- STEM - High School
- EWS - Elementary School

Resources Available to Support the Goal
- ESE staff
- General Education staff
- ILC
- Administration
- Targeted staff development in the area of high yield strategies
- research based intervention materials

Targeted Barriers to Achieving the Goal
- ESE staff

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring will be used to decide if high yield instructional strategies were effective.

Person or Persons Responsible
ESE staff, general education staff, Administration

Target Dates or Schedule:
ongoing throughout the year

Evidence of Completion:
Data from informal and formal assessments, classwork data

Action Plan for Improvement

Problem Solving Key

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

G1. Durbin Creek will engage in targeted Professional Development in the areas of CCSS, Assessments, and Data Analysis to meet the needs of our student population. This Professional Development will occur on WOW Wednesdays, bi-monthly early release days, and

G1.B1 Sustained time frames to collaborate with peers and effectively acquire skills and knowledge needed to increase achievement.

G1.B1.S1 Utilize WOW Wednesdays to provide sustained professional development in the areas of CCSS, Data Analysis

Action Step 1

Each grade-level team attends professional development on a 6 week rotation to engage in targeted training to enhance and increase student achievement.

Person or Persons Responsible

Administration, ILC, district-level personnel, grade-level teams

Target Dates or Schedule

Every Wednesday, grade-levels attend on a rotating basis

Evidence of Completion

Minutes, walk throughs and observations

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

Ongoing classroom visits to ensure implementation and utilization of professional development trainings

Person or Persons Responsible

ILC, Administration, and district-level personnel

Target Dates or Schedule

During scheduled walk-throughs, informal/formal observations, and during regular classroom visits

Evidence of Completion

Targeted and specific artifacts from professional development being used in the classroom, evidence of EEE high yield strategies as recorded in iObservation.

Plan to Monitor Effectiveness of G1.B1.S1

Ongoing data analysis including district formative assessments, DE, grade-level assessments, quick checks, FCAT 2.0

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Durbin Creek teachers and staff will utilize the Eight Standards for Mathematical Practice to develop processes and proficiencies in the area of mathematics for their students.

G2.B1 Materials & Manipulatives

G2.B1.S1 SAC Math Sub-Committee is conducting a survey to develop an inventory of needed materials in every classroom. SAC funds will be utilized to purchase needed materials to effectively implement CCSS.

Action Step 1

Targeted professional development on the Eight Standards for Mathematical Practice.

Person or Persons Responsible

SAC Math Sub-Committee, ILC, Administrators, District Level Personnel, Durbin Creek Staff

Target Dates or Schedule

Staff Development Wednesdays

Evidence of Completion

Minutes, walk throughs and observations

Facilitator:

ILC, Administrators, District Level Personnel, Durbin Creek Staff

Participants:

Durbin Creek Teachers and Staff

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

Ongoing and continued Professional Development and feedback regarding the Eight Standards for Mathematical Practices.

Person or Persons Responsible

Administrators and District Level Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from District Formative Assessment, Discovery Ed, and FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Data Notebooks will be utilized by students and teachers to track student progress and develop goals

Person or Persons Responsible

Students and Teachers will collaborate to set goals and record data in Data Notebooks to determine effective progress towards math goals

Target Dates or Schedule

Ongoing

Evidence of Completion

Anchor charts for the Eight Standards of Mathematical Practice, walk throughs, informal/formal observations

G3. Durbin Creek will identify our ESE population in order to provide intensive, high yield instructional strategies to increase student achievement.

G3.B1 ESE staff

G3.B1.S2 ESE staff will be trained in the use of high yield instructional strategies to increase student achievement.

Action Step 1

ESE staff will be provided intensive training in the 9 high yield instructional strategies for student achievement.

Person or Persons Responsible

ILC, administration

Target Dates or Schedule

ongoing throughout the year, early release Wednesdays

Evidence of Completion

Agendas from trainings, implementation of high yield strategies as evidenced in observations

Facilitator:

ILC, Administration

Participants:

ESE staff

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Attendance at staff development meetings and agendas will be used to monitor the strategy.

Person or Persons Responsible

ILC, administration

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

sign in sheets, observations documenting use of high yield instructional strategies

Plan to Monitor Effectiveness of G3.B1.S2

Lesson plans will be monitored for use of high yield instructional strategies. In addition, student data will be analyzed to determine the effectiveness of high yield strategies.

Person or Persons Responsible

Administration, ILC, staff

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Documentation of use regarding high yield strategies, student data including formal and informal assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Durbin Creek teachers and staff will utilize the Eight Standards for Mathematical Practice to develop processes and proficiencies in the area of mathematics for their students.

G2.B1 Materials & Manipulatives

G2.B1.S1 SAC Math Sub-Committee is conducting a survey to develop an inventory of needed materials in every classroom. SAC funds will be utilized to purchase needed materials to effectively implement CCSS.

PD Opportunity 1

Targeted professional development on the Eight Standards for Mathematical Practice.

Facilitator

ILC, Administrators, District Level Personnel, Durbin Creek Staff

Participants

Durbin Creek Teachers and Staff

Target Dates or Schedule

Staff Development Wednesdays

Evidence of Completion

Minutes, walk throughs and observations

G3. Durbin Creek will identify our ESE population in order to provide intensive, high yield instructional strategies to increase student achievement.

G3.B1 ESE staff

G3.B1.S2 ESE staff will be trained in the use of high yield instructional strategies to increase student achievement.

PD Opportunity 1

ESE staff will be provided intensive training in the 9 high yield instructional strategies for student achievement.

Facilitator

ILC, Administration

Participants

ESE staff

Target Dates or Schedule

ongoing throughout the year, early release Wednesdays

Evidence of Completion

Agendas from trainings, implementation of high yield strategies as evidenced in observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Durbin Creek teachers and staff will utilize the Eight Standards for Mathematical Practice to develop processes and proficiencies in the area of mathematics for their students.	$10,000
	Total	$10,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
SAC	$10,000	$10,000
Total	$10,000	$10,000

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Durbin Creek teachers and staff will utilize the Eight Standards for Mathematical Practice to develop processes and proficiencies in the area of mathematics for their students.

G2.B1 Materials & Manipulatives

G2.B1.S1 SAC Math Sub-Committee is conducting a survey to develop an inventory of needed materials in every classroom. SAC funds will be utilized to purchase needed materials to effectively implement CCSS.

Action Step 1

Targeted professional development on the Eight Standards for Mathematical Practice.

Resource Type

Evidence-Based Materials

Resource

Mathematical manipulatives and materials

Funding Source

SAC

Amount Needed

$10,000