

St. Johns County School District

Durbin Creek Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	17%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

Membership

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

Name	Title
Walker, LaVerne	Assistant Principal
Labaw, Renee	School Counselor
Stanton, Katrina	Instructional Coach
Fuller, Angela	Principal

Duties

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

The principal ensures that all staff comply with the district-wide school site standards. The leadership team meets to problem-solve and make 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.

Early Warning Systems

Year 2017-18

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	6	9	8	4	4	0	0	0	0	0	0	0	33
One or more suspensions	0	0	1	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	3	3	13	0	0	0	0	0	0	0	19

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	1	1	2	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	1	3	0	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	0	2	5	2	0	1	0	0	0	0	0	0	0	10

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our ELA achievement and ELA learning gains were our lowest scores for this past year. The previous year we saw a larger decline in math and science which is why we were focused on both of those in the 2017-18 year. We saw significant improvement with those scores but now the drop was in ELA.

Which data component showed the greatest decline from prior year?

Our ELA bottom quartile learning gains showed the most significant drop from 2017 to 2018 with a drop from 56% making a gain to 46% in 2018. Most of these students are also our ESE students so we are looking at the scheduling and interventions used for the coming year. We will also focus on ELA achievement in our weekly PLC meetings just as we did last year for math.

Which data component had the biggest gap when compared to the state average?

The only area we were below the state average on was our learning gains in ELA for our bottom 25% students. We were 2% below the state average of 48% making a gain. DCE only had 46% of our bottom quartile students make a learning gain.

Which data component showed the most improvement? Is this a trend?

Our science achievement grew by 13% to 87% proficient. This has been a focus for the past two years. The school has increased STEM activities and Science nights for families to attend.

Describe the actions or changes that led to the improvement in this area.

The leadership team had an increased focus on math and science for the grade level PLCs and for teacher observations. Teachers were ensuring small group targeted instruction in both math and science. Small group lesson plans were monitored regularly and PLC meeting notes showed teams were discussing student achievement and creating groups to target individual needs of the students in these subjects. Our plan is to add ELA achievement to this process to try to increase our gains in our weakest area.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	72%	56%	85%	68%	52%
ELA Learning Gains	62%	59%	55%	77%	59%	52%
ELA Lowest 25th Percentile	46%	50%	48%	76%	53%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	91%	77%	62%	94%	70%	58%
Math Learning Gains	73%	67%	59%	85%	63%	58%
Math Lowest 25th Percentile	70%	58%	47%	89%	60%	46%
Science Achievement	87%	68%	55%	89%	66%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2 (2)	6 (5)	9 (2)	8 (1)	4 (4)	4 (3)	33 (17)
One or more suspensions	0 (0)	0 (1)	1 (1)	0 (1)	1 (1)	1 (1)	3 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	1 (2)	2 (2)	4 (4)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (0)	3 (4)	13 (7)	19 (11)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	84%	78%	6%	57%	27%
	2017	86%	80%	6%	58%	28%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	79%	74%	5%	56%	23%
	2017	87%	74%	13%	56%	31%
Same Grade Comparison		-8%				
Cohort Comparison		-7%				
05	2018	74%	73%	1%	55%	19%
	2017	77%	75%	2%	53%	24%
Same Grade Comparison		-3%				
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	91%	80%	11%	62%	29%
	2017	86%	80%	6%	62%	24%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	87%	83%	4%	62%	25%
	2017	93%	82%	11%	64%	29%
Same Grade Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				
05	2018	93%	79%	14%	61%	32%
	2017	82%	80%	2%	57%	25%
Same Grade Comparison		11%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	88%	73%	15%	55%	33%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	50	54	47	66	56	45	77				
ASN	93	72		97	82		100				
HSP	60	55	38	83	57		64				
WHT	80	62	44	91	74	79	88				
FRL	55	51	37	78	63	65	61				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	63	54	44	71	60	71	23				
ASN	97	83		97	83						
BLK	82			80							
HSP	67	54	50	86	67		67				
WHT	85	63	54	86	68	63	76				
FRL	64	53	35	85	62	64	68				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Durbin will focus on our ELA learning gains for our bottom quartile students.
Rationale	With the decline of 10% from 56% to 46% of our bottom quartile students making a learning gain we are going to focus on increasing the gains for those students.
Intended Outcome	During the 2018-19 school year more than 57% of students in the bottom quartile will make a learning gain in ELA based on FSA data. This will be an increase of 11% and mean more learning gains than in the past two years.
Point Person	Angela Fuller (angela.fuller@stjohns.k12.fl.us)
Action Step	
Description	<p>Teachers will be given student data at the beginning of the year to identify their bottom quartile students.</p> <p>Teachers will then create a plan to monitor and intervene for any student identified.</p> <p>Quarterly progress checks with the ILC and MTSS core team will take place.</p> <p>The ESE teachers will work with the general education teachers to find strategies and teach small groups within the general education classes.</p> <p>iReady diagnostics will be used to teach next steps and help form small groups.</p> <p>Grade level PLC teams will meet weekly to group students for intervention blocks and reteach essential standards.</p> <p>Students not reaching mastery will continue to receive instruction for the must know standards.</p>
Person Responsible	Angela Fuller (angela.fuller@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	MTSS core team will monitor students in bottom quartile each interim period to monitor grades, assessments, and teacher data. Students not showing progress will have an intervention plan put in place, or if already on a plan it will be modified for more support or change in intervention strategy.
Person Responsible	Katrina Stanton (katrina.stanton@stjohns.k12.fl.us)

Activity #2	
Title	Students with disabilities math learning gains
Rationale	Our students with disabilities continually struggle to show and make learning gains. This past year DCE showed a drop from 71% to 45% of our SWD making a learning gain in math. This is significantly below our other bottom quartile and low students. This past year nearly 73% of our bottom quartile students made a learning gain, but if you look at just the students with disabilities it is much lower.
Intended Outcome	Our goal this year 60% of students with disabilities will make a learning gain in math during the 2018-19 school year based on FSA scores.
Point Person	Angela Fuller (angela.fuller@stjohns.k12.fl.us)
Action Step	
Description	<p>Admin will create a schedule for ESE teachers to ensure maximum time is being spent in our general education classrooms to support our ESE students.</p> <p>Bring ESE and general education teachers together to discuss any student with a disability and review IEP goals and services.</p> <p>General education and ESE teachers collaborate and work together to create plans for increasing math achievement and meeting all students individual needs.</p> <p>Grade level PLC teams will include an ESE teacher on a rotating basis so the team can collaborate and create groups and lessons to meet the needs of all students. PLC teams will group students and share ideas and all students will have the opportunity for reteach until the essential standard is learned.</p>
Person Responsible	Katrina Stanton (katrina.stanton@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	MTSS core team and ESE teachers will monitor progress each interim period for any student with a disability to determine if math progress is being made. Students not making adequate progress will be put on a plan for intervention; students already on a plan will have the plan modified or intensified.
Person Responsible	LaVerne Walker (laverne.walker@stjohns.k12.fl.us)

Activity #3	
Title	Durbin Creek will create a positive school culture with respect and dignity for all.
Rationale	<p>The climate and culture of our school is the foundation that makes learning possible. There is a change in student demographics this year at Durbin Creek. We have an increase in Free/Reduced Lunch from 7% in the 2014-15 school year to 16% this year, and minority enrollment has increased by 10% during the same time period, from 21% to 31%. New students are exhibiting behavior that teachers are not accustomed to dealing with. They aren't equipped with strategies to help with social/emotional behaviors and low academic performance that many of these students bring. Getting to know students can go a long way in finding ways to motivate students and help them understand the lifelong importance of the knowledge and skills they are learning at school.</p> <p>It's imperative that teachers collaborate during PLC to ensure that all students show academic success, with emphasis on lower 25%, and make learning gains.</p>
Intended Outcome	<p>Develop key vocabulary and build background knowledge for all students.</p> <p>Promote positive relationships with students, staff and families. (Character Counts!, Project Wisdom)</p> <p>Encourage, recognize, and praise desirable behaviors. (Character Counts!, Honor Roll)</p> <p>Create an environment where all stakeholders feel valued. (PLC)</p>
Point Person	LaVerne Walker (laverne.walker@stjohns.k12.fl.us)
Action Step	
Description	<p>We're finding that many students new to our school show deficits in the area of social emotional skills and understanding of terms such as respect, responsibility, fairness, trustworthiness, citizenship, honesty, etc. We know we need to build common language and signals for understanding school and classroom expectations so that we can communicate expectations and help students gain acceptable responses in everyday situations. This will in turn make our academic work flow more smoothly throughout the day.</p> <p>Students will be recognized monthly for exhibiting positive character traits with a Character Counts! parent invited assembly.</p> <p>Project Wisdom is a scientifically based researched program that includes daily morning messages with highly-rated lesson plans that address current and calendar events as well as pressing issues such as bullying, cheating, and academic performance. They integrate character education and social-emotional learning into all grade levels. A message will be read each morning ending with the phrase, "make it a great day or not, the choice is yours," followed by a student goal from the principal to "be kind and always do your best."</p> <p>Teachers can use the online lesson plans and resources to integrate character education and social-emotional learning into all grade levels---this is a good way to improve the quality of student teacher interaction to help reduce the frequency and severity of disruptive actions.</p> <p>Utilize Positive Office Student Referrals--look for opportunities to find students doing good things so they'll keep on doing good things.</p> <p>Initiate positive contacts with parents via emails, phone calls, visits at the car--build and maintain positive relationships with new and returning parents.</p> <p>Teachers will discuss student behavior data as needed during PLC to help with behavior strategies.</p>
Person Responsible	LaVerne Walker (laverne.walker@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	

Description	Students will be able to demonstrate character traits through their actions, behaviors and classwork. They will be able to define character traits and daily quotes. Office Discipline and Positive Student Referral data PLC minutes.
Person Responsible	Angela Fuller (angela.fuller@stjohns.k12.fl.us)