

2013-2014 SCHOOL IMPROVEMENT PLAN

Durrance Elementary
8101 BENRUS ST
Orlando, FL 32827
407-858-3110

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 71%
Alternative/ESE Center No	Charter School No	Minority Rate 78%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 B	2009-10 A
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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.

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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 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

Durrance Elementary

Principal

Mark Charlton

School Advisory Council chair

Suzi Spencer

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

Name	Title
Mark Charlton	Principal
Guillermo Moreno	Assistant Principal
Sasha Camacho	Testing Coordinator/CRT
Holly Christian	Reading Coach
Yaritza Fabian	E.S.O.L. Compliance Teacher
Sarah Klena	Guidance Counselor
Danielle Barney	Staffing Specialist
Kelly Hager	Instructional Resource Teacher
Jennifer Daniels	Media Specialist
Erica Shores	Technology Support

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

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

Suzi Spencer- SAC Co- Chari/ Parent
 Yaritza Fabian- SAC Co- Chair/ Parent
 Jennifer Benoit- Parent
 Stephanies Reyes- Parent
 Jacqueline Warden- Parent
 Kenneth Swift- Community Member/PIE

Beth Schultz- Parent
Sandy Stenof- Parent
Tameka Sparrow- Parent
Sonia Smith- Parent
Jessica Crawford- Teacher
Christina Heuberger- Teacher
Hillary Canzoneri- Teacher
Allison Lemp- Teacher
Deb Wood- Teacher
Megan Cantu- Teacher
Marylia Nieves- Teacher
Sasha Camacho- CRT
Guillermo Moreno- AP
Mark Charlton- Principal

Involvement of the SAC in the development of the SIP

At the last SAC meeting in May 14, 2103, SAC members reflected on the previous year and made suggestions on what they thought were areas of improvement. Once 3rd Grade FCAT and Writing Scores came in late May, it became apparent that considerable improvement was needed in increasing the learning gains for the lowest 25 % in Reading and Math and that a different plan was needed to improve Writing. Goals will be created around these areas of need including increasing learning gains with the lowest 25% in 4th-5th Grade in Reading and Math also. Many of the Durrance Leadership team is part of the SAC committee. Together the data was collected from 2012-2013 FCAT results and goals created.

Activities of the SAC for the upcoming school year

Task or Activity

1. Organize and conduct elections of new SAC members.
2. Appoint business and community leaders to the SAC.
3. Review new SAC membership for balance and representation.
4. Report membership and composition of the SAC to your area superintendent using the SAC Membership Roster and Summary Report template.
5. Conduct a needs assessment based on an analysis of student achievement and other data.
6. Report results of the needs assessment activities you have completed to date to your area superintendent.
7. Complete midyear data reports and midyear narrative report.
8. Begin developing your plan for next year. Use needs assessment results to address budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, student health and fitness, including physical fitness, parental information on student health/fitness, and indoor environmental air quality.
9. Involve the SAC in preparation of school budget. January – March
10. As state template becomes available, complete next year's school improvement plan with the SAC without finalizing data.
11. Review year-end assessment data to determine results for the current year.
12. Add specific data required for annual goals on state template based on results from the current year.
13. Complete final plan on state template and notify your area or associate superintendent of its completion for review.

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

1. We will be initiating before and after school tutoring to support the increase in learning gains by our students presently below grade level in Reading and Math. Approximately \$8,000 will be allocated.
2. We have hired a Writing Consultant, Kathryn Thompson Burns, to support our writing goal. Approximately \$6,500 is allocated.
3. We are purchasing Imagine Learning Server support our ELL students. This will be approximately \$3,500.

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:

Mark Charlton

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

B.S. in Middle School Social Studies- Kansas State University
 M.A. in Educational Leadership- Nova Southeastern University

Performance Record

Durrance-2013-B- Reading-59%, Math-53%, Writing-38%,
 Science-62%, Learning Gains in Reading-64%, In Math-65%,
 Lowest 25% in Reading-49%, in Math-42%
 Ventura- 2012- B- Reading-43%, Math-43%, Writing-51%,
 Science-43%, Learning Gains in Reading-75%, In Math-72%,
 Lowest 25% in Reading-80%, in Math-72%
 Liberty Middle- 2011- C- Reading-59%, Math-54%, Writing-73%,
 Science-40%, Learning Gains in Reading-59%, In Math-59%,
 Lowest 25% in Reading-67%, in Math-64%
 Durrance ES Reading Math
 2013 2013
 BLACK/AFRICAN 57 36
 HISPANIC 53 44
 WHITE 72 74
 ELL 43 25
 SWD 26 26
 ED 53 45
 Ventura ES Reading Math
 2012 2012
 ALL STUDENTS 43 43
 BLACK/AFRICAN 59 24
 HISPANIC 39 41
 WHITE 52 63
 ELL 34 33
 SWD 18 21
 ED 40 40
 Liberty MS Reading Math
 2011 2011
 BLACK/AFRICAN 48 39
 HISPANIC 40 38
 WHITE 56 48
 ELL 25 21
 SWD 18 17
 ED 40 37

Guillermo Moreno

Asst Principal

Years as Administrator: 3

Years at Current School: 2

Credentials

B.A. in Elementary Education- University of Puerto Rico
 M.A. In Education- TESOL- Caribbean University
 Ed.S in Educational Leadership- Nova Southeastern University

Performance Record

Durrance- 2013-B- Reading-59%, Math-53%, Writing-38%,
 Science-62%, Learning Gains in Reading-64%, In Math-65%,
 Lowest 25% in Reading-49%, in Math-42%
 Durrance- 2012-A - Reading-60%, Math-54%, Writing-68%,
 Science-72%, Learning gains in Reading-79%, Learning Gains in
 Math-69%, Lowest 25%- Reading- 98%- Math- 72%
 Ventura- 2011- A- Reading-67%, Math-71%, Writing-75%,
 Science-51%, Learning Gains in Reading-68%, In Math-73%,
 Lowest 25% in Reading-75%, in Math-71%
 Durrance ES Reading Math
 2013 2013
 BLACK/AFRICAN 57 36
 HISPANIC 53 44
 WHITE 72 74
 ELL 43 25
 SWD 26 26
 ED 53 45
 Durrance ES Reading Math
 2012 2012
 BLACK/AFRICAN 50 42
 HISPANIC 59 47
 WHITE 69 73
 ELL 46 39
 SWD 23 29
 ED 55 48
 Ventura ES Reading Math
 2011 2011
 ALL STUDENTS 47 46
 BLACK/AFRICAN 58 42
 HISPANIC 40 40
 WHITE 70 70
 ELL 35 34
 SWD 19 16
 ED 44 42

Instructional Coaches

of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sasha Camacho		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1
Areas	Reading/Literacy, Data	
Credentials	B.A. in Elementary Education- University of Central Florida M.A. in Educational Leadership- Grand Canyon University	
Performance Record	Durrance-2013-B- Reading-59%, Math-53%, Writing-38%, Science-62%, Learning Gains in Reading-64%, In Math-65%, Lowest 25% in Reading-49%, in Math-42% Ventura- 2012- B- Reading-43%, Math-43%, Writing-51%, Science-43%, Learning Gains in Reading-75%, In Math-72%, Lowest 25% in Reading-80%, in Math-72% Ventura- 2011- A- Reading-67%, Math-71%, Writing-75%, Science-51%, Learning Gains in Reading-68%, In Math-73%, Lowest 25% in Reading-75%, in Math-71% Ventura ES Reading Math 2011 12 13 2011 12 13 ALL STUDENTS 47 43 46 46 43 41 BLACK/AFRICAN 58 59 53 42 24 43 HISPANIC 40 39 43 40 41 39 WHITE 70 52 54 70 63 48 ELL 35 34 34 34 33 26 SWD 19 18 13 16 21 10 ED 44 40 44 42 40 39	

Kelly Hager		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data	
Credentials	B.A in Elementary Education Certified in 1-6, ESOL Endorsed	
Performance Record	<p>Kaley- 2013-C- Reading-56%, Math-52%, Writing-55%, Science-45%, Learning Gains in Reading-61%, In Math-64%, Lowest 25% in Reading-61%, in Math-64%</p> <p>Kaley- 2012- B- Reading-48%, Math-51%, Writing-81%, Science-36%, Learning Gains in Reading-80%, In Math-76%, Lowest 25% in Reading-80%, in Math-63%</p> <p>North Lake Park- 2011- A-Reading-83%, Math-84%, Writing-90%, Science-68%, Learning Gains in Reading-66%, In Math-60%, Lowest 25% in Reading-56%, in Math-55%</p> <p>Kaley ES Reading Math 2013 2013 BLACK/AFRICAN 18 14 HISPANIC 58 58 WHITE 80 74 SWD 38 8 ED 52 46</p> <p>Kaley ES Reading Math 2012 2012 BLACK/AFRICAN 21 28 HISPANIC 43 38 WHITE 65 67 ELL 48 48 SWD 21 32 ED 42 49</p> <p>North Lake Park ES Reading Math 2011 2011 BLACK/AFRICAN 56 56 HISPANIC 62 58 WHITE 84 80 ELL 51 54 SWD 36 36 ED 60 55</p>	

Holly Christian		
Full-time / School-based	Years as Coach: 8	Years at Current School: 3
Areas	Reading/Literacy, Data	
Credentials	B.A. in Elementary Education M.A. in Teaching	
Performance Record	Durrance-2013-B- Reading-59%, Math-53%, Writing-38%, Science-62%, Learning Gains in Reading-64%, In Math-65%, Lowest 25% in Reading-49%, in Math-42% Durrance- 2012-A - Reading-60%, Math-54%, Writing-68%, Science-72%, Learning gains in Reading-63%, Learning Gains in Math-61%, Lowest 25%- Reading- 48%- Math- 50% Durrance- 2011-B- Reading-81%, Math-80%, Writing-77%, Science-64%, Learning gains in Reading-79%, Learning Gains in Math-69%, Lowest 25%- Reading- 98%- Math- 72% Durrance ES Reading Math 2013 2013 BLACK/AFRICAN 57 36 HISPANIC 53 44 WHITE 72 74 ELL 43 25 SWD 26 26 ED 53 45 Durrance ES Reading Math 2012 2012 BLACK/AFRICAN 50 42 HISPANIC 59 47 WHITE 69 73 ELL 46 39 SWD 23 29 ED 55 48 Durrance ES Reading Math 2011 2011 BLACK/AFRICAN 46 43 HISPANIC 40 48 WHITE 83 64 ELL 39 47 SWD 27 29 ED 48 51	

Yaritza Fabian		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Data	
Credentials	B.A. in Elementary Education- Universidad Sagrado Corazon M.A. In Educational Leadership- Universidad del Este Certified in Elementary Education K-6, ESOL Endorsement, Exceptional Education K-12	
Performance Record	Ventura- 2013- C- Reading-46%, Math-41%, Writing-50%, Science-31%, Learning Gains in Reading-65%, In Math-41%, Lowest 25% in Reading-86%, in Math-66% Ventura- 2012- B- Reading-43%, Math-43%, Writing-51%, Science-43%, Learning Gains in Reading-75%, In Math-72%, Lowest 25% in Reading-80%, in Math-72% Ventura- 2011- A- Reading-67%, Math-71%, Writing-75%, Science-51%, Learning Gains in Reading-68%, In Math-73%, Lowest 25% in Reading-75%, in Math-71% Ventura ES Reading Math 2011 12 13 2011 12 13 ALL STUDENTS 47 43 46 46 43 41 BLACK/AFRICAN 58 59 53 42 24 43 HISPANIC 40 39 43 40 41 39 WHITE 70 52 54 70 63 48 ELL 35 34 34 34 33 26 SWD 19 18 13 16 21 10 ED 44 40 44 42 40 39	

Sarah Klana		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics, Data, RtI/MTSS	
Credentials	B.S. in Elementary Education- State University of New York M.A. in Marriage/Family Therapy E.D.S- in Educational Leadership Certified in Elementary Education, & Educational Leadership	
Performance Record	Conway Middle- 2013-B- Reading-64%, Math-55%, Writing-54%, Science-51%, Learning Gains in Reading-70%, In Math-62%, Lowest 25% in Reading-62%, in Math-59% Conway Middle- 2012-A- Reading-63%, Math-58%, Writing-78%, Science-51%, Learning Gains in Reading-70%, In Math-64%, Lowest 25% in Reading-73%, in Math-60% Conway Middle-2011- A- Reading-78%, Math-74%, Writing-92%, Science-67%, Learning Gains in Reading-68%, In Math-71%, Lowest 25% in Reading-66%, in Math-60% Conway MS Reading Math 2011 12 13 2011 12 13 ALL STUDENTS 66 63 64 62 58 55 ASIAN 83 90 86 92 86 72 BLACK/AFRICAN 60 54 60 48 36 43 HISPANIC 53 48 47 46 42 39 WHITE 74 75 77 73 73 71 ELL 34 26 24 31 26 16 SWD 26 27 30 23 24 23 ED 56 51 63 49 45 46	

Classroom Teachers

# of classroom teachers	45
# receiving effective rating or higher	0, 0%
# Highly Qualified Teachers	100%
# certified in-field	45, 100%
# ESOL endorsed	30, 67%
# reading endorsed	8, 18%
# with advanced degrees	14, 31%

National Board Certified

0, 0%

first-year teachers

7, 16%

with 1-5 years of experience

10, 22%

with 6-14 years of experience

22, 49%

with 15 or more years of experience

6, 13%

Education Paraprofessionals**# of paraprofessionals**

20

Highly Qualified

100, 500%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

11

receiving effective rating or higher

11, 100%

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

In order for us to hire teachers, they need to be highly qualified. Once they are, we have an interview process where a panel of the Launch Team members participate and recommend the most qualified candidate that matches with our school. In order for us to retain teachers, we have a very involved mentor/mentee program.

Beginning teachers are paired up with leadership team members that work directly with their team.

- o Each leadership team member is assigned to a specific grade level that they work with directly. They attend PLC meetings to help facilitate the discussion of student data and effective instructional strategies. They also attend data meetings with that team as they provide Tier 3 interventions for low performing student on each grade level. At the data meetings they discuss their work with the students that they see every day. As a result, each leadership member is immersed in the grade level that they are assigned to and can be a very helpful resource to the new teachers on that team.

- Mentoring Plan:

- o 1st year teachers meet with their assigned mentor once a week (a minimum of twice a month).

- o Each mentor is required to complete a log to keep track of their meetings with their protege, the topics discussed, and their plan for follow up.

- o Mentors and Mentees will be required to attend a monthly meeting to discuss ongoing initiative throughout the year and their requirements as new teachers to the district.

- o 2nd year teachers are each assigned a "buddy" teacher. This could be the leadership person that works on their team or another experienced member of their team.

- o Those teachers are not required to meet with their “buddy” teachers weekly but use them as a resource when they have questions or need support in any way.
- o These teachers are also encouraged to attend the monthly Mentee meetings to get reminders and suggestions for initiatives that are being implemented throughout the year.
- o The Mentoring Calendar from The 21st Century Mentor’s Handbook – Creating a Culture for Learning by Paula Rutherford will be used to plan monthly meetings. This calendar provides many relevant topics and activities based on the needs that teachers will have at different points throughout the school year. Topics will be discussed based on the needs as they become evident.

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

- Beginning teachers are paired up with leadership team members that work directly with their team.
 - o Each leadership team member is assigned to a specific grade level that they work with directly. They attend PLC meetings to help facilitate the discussion of student data and effective instructional strategies. They also attend data meetings with that team as they provide Tier 3 interventions for low performing student on each grade level. At the data meetings they discuss their work with the students that they see every day. As a result, each leadership member is immersed in the grade level that they are assigned to and can be a very helpful resource to the new teachers on that team.
- Mentoring Plan:
 - o 1st year teachers meet with their assigned mentor once a week (a minimum of twice a month).
 - o Each mentor is required to complete a log to keep track of their meetings with their protege, the topics discussed, and their plan for follow up.
 - o Mentors and Mentees will be required to attend a monthly meeting to discuss ongoing initiative throughout the year and their requirements as new teachers to the district.
 - o 2nd year teachers are each assigned a “buddy” teacher. This could be the leadership person that works on their team or another experienced member of their team.
 - o Those teachers are not required to meet with their “buddy” teachers weekly but use them as a resource when they have questions or need support in any way.
 - o These teachers are also encouraged to attend the monthly Mentee meetings to get reminders and suggestions for initiatives that are being implemented throughout the year.
 - o The Mentoring Calendar from The 21st Century Mentor’s Handbook – Creating a Culture for Learning by Paula Rutherford will be used to plan monthly meetings. This calendar provides many relevant topics and activities based on the needs that teachers will have at different points throughout the school year. Topics will be discussed based on the needs as they become evident.

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

Using benchmark and classroom data such as common assessments, students are identified as needing interventions in one or more of the 5 major areas of Reading to assess for the efficacy of core instruction. Students that are identified as one year behind receive Tier II interventions and students two or more years behind, including phonemic awareness and phonics deficits received Tier II as well as Tier III interventions. Students receiving Tier II interventions are assessed every 20 days and students receiving Tier III interventions are assessed every 5 days to address students’ individual needs.

Students' needs are addressed using a team approach, with students receiving Tier II interventions through grade level teachers and Tier III with a school leader.

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

- Mark Charlton – Principal

- ? Leads/Facilitates weekly data meetings and discusses expectations with teachers.

- ? Requires teachers to identify their lowest 25% and those projected to perform below grade level in Reading, Writing, Math, and Science.

- ? Requires teachers to identify their students' areas of need, requiring data to support their decisions.

- ? Requires teachers to identify the types of intervention being provided for those students and the research based materials being used.

- ? Monitors student growth with the use of benchmarks, mini assessment, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups.

- Guillermo Moreno – Assistant Principal

- ? Assists with the facilitation of data meetings.

- ? Provides teachers with resources and assistance analyzing data.

- ? Offers support for effective ways to progress monitor students and make decisions about their academic needs.

- Sasha Camacho – Curriculum Resource Teacher

- ? Provides professional development for teachers on the implementation of the Multi-Tiered System of Support (MTSS).

- ? Provides Tier 3 intervention for 1st grade students

- ? Provides support for 1st grade teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs.

- Holly Christian – Reading Coach

- ? Provides professional development for teachers on the implementation of the Multi-Tiered System of Support (MTSS).

- ? Provides Professional Development on the implementation of effective resources for ELA intervention.

- ? Provides Tier 3 intervention for 3rd grade students

- ? Provides support for 3rd grade and Kindergarten teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs.

- Yartiza Fabian – CT

- ? Provides support for our ESOL student population.

- ? Provides strategies, resources, and support for teachers who have ESOL students in their classrooms.

- ? Provides Tier 3 intervention for 5th grade students.

- ? Provides support for 5th grade teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs.

- Kelly Douglas – Instructional Resource

- ? Provides professional development on effective writing implementation.

- ? Provides strategies, resources, and support to teachers for writing.

- ? Provides Tier 3 intervention for 4th grade students.

- ? Provides support for 4th grade teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs.

- Sarah Klena – Instructional Resource/Guidance

- ? Monitors and collects data from teachers to determine student needs.

- ? Facilitates MTSS meetings with teachers and parents for those students that are identified as needing both Tier 2 and Tier 3 intervention.

- ? Provides support with progress monitoring students to determine effectiveness of interventions being provided.

- ? Provides professional development for Math instruction and intervention.

- ? Provides strategies, resources, and support to teachers for math.

? Provides strategies, resources, and support for teachers for student social/emotional needs and behaviors.

? Provides Tier 3 intervention for 2nd grade students.

? Provides support for 2nd grade teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs.

- Jennifer Daniels – Media Specialist

? Provides Tier 3 intervention for Kindergarten students.

? Provides support for Kindergarten teachers during their PLC meetings as they discuss student data and resources/strategies that can be used to meet their students' needs.

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

In order to monitor the fidelity and efficacy of the MTSS at Durrance Elementary, the following procedures have been set in place by the leadership team:

- Weekly data meetings by team that rotate focus between Math, Reading and Writing
- Fluid intervention groups to monitor student growth and progress
- Constant and consistent use of data to support students' needs and to determine resources
- Consistent monitoring of student growth using benchmarks, common assessments, progress monitoring and other data sources
- Weekly PLC meetings with school leadership present to provide support and suggestions for growth

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

Data sources and systems used to create a culture of data literacy at Durrance include:

- Benchmarks (Math, Reading, Science)
- Orange County Writes including monthly prompts
- Weekly mini assessments
- Progress Monitoring (Tier II – every 20 days, Tier III –every 5 days)
- Teacher observations
- Classroom assessments
- Attendance monitoring

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

In order to provide support and assistance in building a culture of MTSS understanding and problem-solving usage, Durrance Elementary will be applying research-based, data literate opportunities for growth. These include, but are not limited to:

- Staff Professional Development
- Coffee Crews (voluntary professional development opportunities)
- Leadership participation and guidance at weekly PLCs
- Weekly data meetings to provide support

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: Before or After School Program

Minutes added to school year: 4,800

Identified students who are performing below grade level will be invited to participate in an after-school tutoring program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We use various formative assessments, such as the core Reading program Houghton Mifflin- "Journeys" and the Diagnostic Assessments. The Reading Coach utilizes the Development Reading Assessment (DRA) that focuses on oral reading patterns and comprehension. We also use Easy CBM, which graphs student growth over time with reading comprehension, fluency, word reading, phoneme blending, sound patterns, etc. We use the core phonics survey 3-4 times a year with all students; in addition, we use this with students that are performing below grade level for progress monitoring throughout the school year. RTI data collection tracks the progress of students over time using teacher made assessments or common assessments within the grade level. Data is analyzed to determine individual student deficits. Based on any student deficits, they will be placed into intervention groups for 30 + minutes a day. Data meetings are held to discuss student progress and any teacher concerns with all students. Students who are not performing on grade level will be invited to participate in an intensive after-school tutoring program in Reading and Math. Presently, a "5th Grade Math Lab" has started in the mornings from 8:15 AM to 8:40 AM for students in the 5th Grade who have been identified by teachers as students who need more help with their Math Facts. FAST Math will be used and data tracked weekly by the 5th Grade Team and reports given at data meetings as well.

Who is responsible for monitoring implementation of this strategy?

Classroom Teachers and Administrative Team

Literacy Leadership Team (LLT)

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

Name	Title
Mark Charlton	Principal
Guillermo Moreno	Assistant Principal
Holly Christian	Reading Coach
Sasha Camacho	CRT
Sarah Klena	Guidance Counselor/ IRT
Kelly Douglas	Instructional resource Teacher
Yaritza Fabian	CT/Instructional Resource Teacher

How the school-based LLT functions

We meet once a week to discuss process for specific grade levels and for the lowest 25% students that are in tier 3 interventions.

Mark Charlton, Guillermo Moreno, and Holly Christian lead the meetings that discuss the process for the specific grade levels.

Each member of the team joins specific grade level PLC to focus on literacy data and core standards.

Yaritza Fabian and Holly Christian head the meetings that focus on the lowest 25 %.

Major initiatives of the LLT

Tracking and revising instruction based on data and reading diagnostic scores.

Effective core teaching within the 90 minute reading block

Centers/small group instruction that is differentiated and targeted

Assurance of tier 2 and tier 3 intervention to meet the needs of struggling readers.

Implementation and fidelity of CCSS in K-2 including the Instructional Shifts, and the blended curriculum in 3-5

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

Our preschool students are served under Exceptional Education in a half-day Varying Exceptional program. These students are served in a very small group ratio of 3:1 or less with special education services including specialized instructional techniques and necessary accommodations in order for them to access the necessary skills for a successful transition into kindergarten. We maximize their ½ day program by using several district initiated PK curriculum such as Beyond Circle Time and Centers, Incredible Years, and Read It Again in which they are exposed to various pre-readiness skills both socially and academically that are necessary for transition into kindergarten. In the semester, our kindergarten teachers work with our PK teacher in order to help assist our Kindergarten transition meetings. The kindergarten teacher help the PK teacher assess which type of placement, while keeping in mind least restrictive environment, would be most appropriate for our students.

We also have a round-up activity in April in which we invite parents to start enrolling their children for the next school year for Kindergarten. The district sends a Connect Orange message, as well as the school. We also advertise it in our monthly school newsletter, marquee, and parent events.

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	62%	59%	No	66%
American Indian				
Asian	88%	60%	No	89%
Black/African American	55%	57%	Yes	60%
Hispanic	50%	53%	Yes	55%
White	86%	72%	No	87%
English language learners	49%	43%	No	54%
Students with disabilities	39%	26%	No	45%
Economically disadvantaged	57%	53%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	28%	31%
Students scoring at or above Achievement Level 4	56	35%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		18%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	71	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	14	49%	52%

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)	59	51%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	30%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	20%	23%

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	22	43%	46%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		14%

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	63%	53%	No	66%
American Indian				
Asian	100%	80%	No	100%
Black/African American	53%	36%	No	57%
Hispanic	57%	44%	No	61%
White	70%	74%	Yes	73%
English language learners	56%	25%	No	60%
Students with disabilities	41%	26%	No	47%
Economically disadvantaged	59%	45%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	31%	34%
Students scoring at or above Achievement Level 4	39	25%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		14%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	72	65%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	42%	50%

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	11	18%	21%
Students scoring at or above Achievement Level 4	24	39%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		28%
Students scoring at or above Level 7	[data excluded for privacy reasons]		28%

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)	4		5
Participation in STEM-related experiences provided for students	365	84%	87%

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	82	18%	15%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	0%
Students who are not proficient in reading by third grade	11	16%	13%
Students who receive two or more behavior referrals	8	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	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

Durrance Elementary School will increase parental involvement by providing extra-curricular activities and academic awareness nights.

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
AVID Curriculum Night	250	58%	61%
Curriculum Nights	150	35%	38%
Music Programs	350	80%	83%
PTA Carnival	300	70%	73%
PTA Dances & Activities	300	70%	73%
Meet the Teacher/Open House	250	58%	61%
Parent Conference Nights	250	58%	61%
SAC/PLC Meetings	20	5%	8%

Goals Summary

- G1.** Increase writing proficiency in essay writing.
- G2.** Increase math and reading performance of the lowest quartile.

Goals Detail

G1. Increase writing proficiency in essay writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- A writing consultant hired by the school will provide PD to fourth grade teachers.
- A writing coach will provide mini-lessons in fourth grade classrooms.
- Implementation of a strategy-based curriculum that will support teachers in teaching writing.
- Grade-level designed writing prompts administered on a monthly basis.

Targeted Barriers to Achieving the Goal

- Need to have a common writing language adopted in Fourth Grade.
- Professional Development on holistic rubric should be provided in Fourth Grade.
- Pacing and rigor in implementing writing curriculum in Fourth Grade.

Plan to Monitor Progress Toward the Goal

Monthly writing prompts, FCAT Writes, and FAA Scores

Person or Persons Responsible

Writing Consultant, Writing Coach, and Admin will monitor for progress toward meeting the goal.

Target Dates or Schedule:

On-going

Evidence of Completion:

Through the monthly writing prompts, we expect for the fourth grade students to score higher on their writing prompts. If we notice that the students are not moving forward, we will provide more intensive training.

G2. Increase math and reading performance of the lowest quartile.

Targets Supported

- Reading (Learning Gains)

Resources Available to Support the Goal

- Teachers will provide a 90-minute reading block with Tier 2 and Tier 3 interventions to support students' needs.
- Grade level team teachers and admin member will be part of a PLC on a weekly basis to focus on learning, collaborate, and focus on results of all students' needs.
- Launch Administrative Team composed of Principal, Assistant Principal, Reading Coach, Writing/AVID Coach, ESOL Compliance/Instructional Resource Teacher, CRT/Instructional Coach, Guidance/MTSS Resource Teacher, Staffing Specialist, Media Specialist, and Technology Specialist.
- SLD Teacher, ESE Paraprofessional, and 2 Bilingual Paraprofessional that pull-out or push in to work with students.

Targeted Barriers to Achieving the Goal

- Identifying students in the bottom 25% to implement individualized reading and math strategies.
- Tier 2 and Tier 3 intervention time is needed for Reading and Math.
- Non-English speakers are part of the lowest 25%.
- New Staff to Durrance Elementary School

Plan to Monitor Progress Toward the Goal

Performance of Lowest 25% students in Reading and Math should increase

Person or Persons Responsible

Grade-level teachers, and Admin

Target Dates or Schedule:

on-going

Evidence of Completion:

PLC, Data meetings, Benchmark Assessments, mini-assessments, classroom observations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase writing proficiency in essay writing.

G1.B1 Need to have a common writing language adopted in Fourth Grade.

G1.B1.S1 The writing coach will provide a binder containing common language to be used school-wide. Also, as a school, team leaders met during the summer and created a writing team. This team set expectations for students by the end of each nine-week quarter.

Action Step 1

Grade-level teams will meet to discuss binder and expectations of each student by the end of each quarter.

Person or Persons Responsible

Writing Consultant, writing Coach, Admin, and Teachers

Target Dates or Schedule

At the end of each quarter

Evidence of Completion

Writing samples, classroom observations,

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

Writing Consultant, writing coach, and admin will perform classroom observations, and scoring writing samples

Person or Persons Responsible

Writing Consultant, writing coach, and admin

Target Dates or Schedule

on-going

Evidence of Completion

Writing samples, classroom observations

Plan to Monitor Effectiveness of G1.B1.S1

Writing Consultant, writing coach, and admin will monitor how students are performing

Person or Persons Responsible

Writing Consultant, writing coach, and admin

Target Dates or Schedule

on-going

Evidence of Completion

Writing samples, analyzing the results of the Orange County Writes assessments, observations

G1.B2 Professional Development on holistic rubric should be provided in Fourth Grade.

G1.B2.S1 The writing consultant and writing coach will provide professional development on the holistic rubric provided by the state. They will provide samples to score and compare their answers. Fourth Grade Team will attend a PD provided by the county.

Action Step 1

Staff development on holistic rubric

Person or Persons Responsible

Writing Consultant and Writing Coach, Administration Team, and Fourth Grade Team

Target Dates or Schedule

September 18th

Evidence of Completion

Sign-in Sheet and presentation

Facilitator:

Writing Consultant and Writing Coach

Participants:

Administration Team, and Fourth Grade Team

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Classroom walk through, informal observations, PLC, Data meetings, and monthly writing prompts

Person or Persons Responsible

Writing Consultant, Writing Coach, and Admin will monitor for fidelity of implementation

Target Dates or Schedule

On-going

Evidence of Completion

Through observations, the writing consultant, writing coach, admin will monitor for fidelity of implementation. Also, through the monthly writing prompts, we will be able to determine the fidelity of implementation of the holistic rubric.

Plan to Monitor Effectiveness of G1.B2.S1

Classroom walk through, informal observations, PLC, Data meetings, and monthly writing prompts

Person or Persons Responsible

Writing Consultant, Writing Coach, and Admin will monitor for effectiveness

Target Dates or Schedule

On-going

Evidence of Completion

Through observations, the writing consultant, writing coach, admin will monitor for effectiveness of the implementation of the holistic rubric. Also, through the monthly writing prompts, we will be able to determine the effectiveness. If we notice that the students are not moving forward, we will provide more intensive training.

G1.B3 Pacing and rigor in implementing writing curriculum in Fourth Grade.

G1.B3.S1 Writing Consultant, Writing Coach, and Admin will be part of PLC to determine the pacing and rigor of the writing curriculum.

Action Step 1

Weekly PLC will be monitor to determine pacing and rigor of writing curriculum

Person or Persons Responsible

Writing Coach, Admin, and Fourth Grade Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will complete a product at the end of each PLC describing what, and how they will implement a rigorous writing skill.

Facilitator:

Writing Consultant and Writing Coach

Participants:

Fourth Grade Team and Admin

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Pacing and Rigorous writing curriculum will be implemented

Person or Persons Responsible

Writing Consultant, Writing Coach, and Admin

Target Dates or Schedule

on-going

Evidence of Completion

classroom observations, writing samples, PLC

Plan to Monitor Effectiveness of G1.B3.S1

Appropriate pacing and rigorous writing curriculum should be implemented.

Person or Persons Responsible

Fourth Grade Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Writing Coach will plan with Fourth Grade Team, admin visit classrooms, writing samples, PLC

G2. Increase math and reading performance of the lowest quartile.

G2.B1 Identifying students in the bottom 25% to implement individualized reading and math strategies.

G2.B1.S1 Grade-level teachers with Admin team meet on a weekly basis during PLC to focus on learning, collaborate, and focus on results all of the students. Identify lowest 25% of students and discuss their performance.

Action Step 1

Weekly PLC meetings to discuss performance of students

Person or Persons Responsible

Grade level team with Admin team

Target Dates or Schedule

weekly

Evidence of Completion

Benchmark Assessments, Mini-assessments, PLC discussion, Data meetings, classroom observations

Facilitator:

Admin Team

Participants:

Classroom teachers

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

Grade-level teachers and admin team will discuss student performance

Person or Persons Responsible

Grade-level teachers and admin

Target Dates or Schedule

weekly basis

Evidence of Completion

Discussion of student performance, PLC, assessments, classroom observations

Plan to Monitor Effectiveness of G2.B1.S1

Admin team will conduct classroom observation to determine effectiveness

Person or Persons Responsible

Admin team

Target Dates or Schedule

on-going

Evidence of Completion

assessments, discussions, PLC, Data meetings

G2.B2 Tier 2 and Tier 3 intervention time is needed for Reading and Math.

G2.B2.S1 Students who are not performing to grade-level standards will receive interventions in Reading and Math during a Tier 2 and/or Tier 3 intervention time during the school day.

Action Step 1

Tier 2 and Tier 3 for students who are performing below grade level.

Person or Persons Responsible

Grade level teachers and Admin

Target Dates or Schedule

daily

Evidence of Completion

Intervention plans, discussions, PLC, Data meetings, Benchmark assessments, mini-assessments, and classroom observations

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

Students will receive Tier 2 and Tier 3 interventions daily

Person or Persons Responsible

Admin

Target Dates or Schedule

weekly

Evidence of Completion

Intervention plans, discussions, PLC, Data meetings, Benchmark assessments, mini-assessments, and classroom observations

Plan to Monitor Effectiveness of G2.B2.S1

Students in Tier 2 and Tier 3 should score higher in Benchmark, and min-assessments

Person or Persons Responsible

Admin

Target Dates or Schedule

weekly

Evidence of Completion

Intervention plans, discussions, PLC, Data meetings, Benchmark assessments, mini-assessments, and classroom observations

G2.B3 Non-English speakers are part of the lowest 25%.

G2.B3.S1 Non-English speakers will be receiving daily interventions by Bilingual Paraprofessionals and will be enrolled in Imagine Learning.

Action Step 1

Non-english speakers will receive daily interventions by Bilingual Paraprofessionals and will be enrolled in Imagine Learning Computer Program

Person or Persons Responsible

Bilingual Paraprofessionals

Target Dates or Schedule

daily

Evidence of Completion

Imagine Learning Reports, Intervention plans, Benchmark assessments, mini-assessments, PLC, Data meetings, classroom observations

Facilitator:

Imagine Learning Consultant

Participants:

Grade level teachers and Admin

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

Intervention of non-English speakers will occur on a daily basis

Person or Persons Responsible

Admin

Target Dates or Schedule

weekly

Evidence of Completion

Imagine Learning Reports, Intervention plans, Benchmark assessments, mini-assessments, PLC, Data meetings, classroom observations

Plan to Monitor Effectiveness of G2.B3.S1

Non-English speakers after receiving daily interventions and logging in Imagine Learning will show an increase in their performance

Person or Persons Responsible

Grade-level teachers, Paraprofessionals, Admin

Target Dates or Schedule

on-going

Evidence of Completion

Imagine Learning Reports, Intervention plans, Benchmark assessments, mini-assessments, PLC, Data meetings, classroom observations

G2.B4 New Staff to Durrance Elementary School

G2.B4.S1 Professional Development will be provided to new staff to Durrance based on differentiated needs. Some of the instructional staff are new to the profession; therefore, our coaches will provide more one-on-one coaching.

Action Step 1

PLC, Learning Centers, Guided Reading, DOK, Marzano Teacher Evaluation, Lesson Study, Interventions

Person or Persons Responsible

New staff to Durrance and any other teacher interested

Target Dates or Schedule

on-going

Evidence of Completion

Sign-in sheets, presentations,

Facilitator:

Admin

Participants:

New Staff to Durrance and any other teacher interested

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Professional Development on school's initiatives

Person or Persons Responsible

Admin

Target Dates or Schedule

on-going

Evidence of Completion

Follow up discussions, classroom observations

Plan to Monitor Effectiveness of G2.B4.S1

Professional development on school's initiatives

Person or Persons Responsible

Admin

Target Dates or Schedule

on-going

Evidence of Completion

Follow-up discussions, classroom observations

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

Title II- These funds will be utilized to pay for substitute teachers while teachers in K-5 are participating in Lesson Study. Grade level teams are on different cycles of Lesson Study so the teachers will be focusing on topics that include: Deconstructing the Standards, Teacher Talk, Questioning, and Collaboration. This initiative will provide teachers with an opportunity to grown in the area of instruction. It will also help them to provide more effective lessons to meet the needs of their student. The leadership team will be working together with teachers to monitor their implementation of the focus of each grade level's Lesson Study topic. FAIR, Performance Matters Benchmark and Mini Assessment, and FCAT data will be utilized to monitor and evaluate the effectiveness of this initiative.

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.

G1. Increase writing proficiency in essay writing.

G1.B2 Professional Development on holistic rubric should be provided in Fourth Grade.

G1.B2.S1 The writing consultant and writing coach will provide professional development on the holistic rubric provided by the state. They will provide samples to score and compare their answers. Fourth Grade Team will attend a PD provided by the county.

PD Opportunity 1

Staff development on holistic rubric

Facilitator

Writing Consultant and Writing Coach

Participants

Administration Team, and Fourth Grade Team

Target Dates or Schedule

September 18th

Evidence of Completion

Sign-in Sheet and presentation

G1.B3 Pacing and rigor in implementing writing curriculum in Fourth Grade.

G1.B3.S1 Writing Consultant, Writing Coach, and Admin will be part of PLC to determine the pacing and rigor of the writing curriculum.

PD Opportunity 1

Weekly PLC will be monitor to determine pacing and rigor of writing curriculum

Facilitator

Writing Consultant and Writing Coach

Participants

Fourth Grade Team and Admin

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will complete a product at the end of each PLC describing what, and how they will implement a rigorous writing skill.

G2. Increase math and reading performance of the lowest quartile.

G2.B1 Identifying students in the bottom 25% to implement individualized reading and math strategies.

G2.B1.S1 Grade-level teachers with Admin team meet on a weekly basis during PLC to focus on learning, collaborate, and focus on results all of the students. Identify lowest 25% of students and discuss their performance.

PD Opportunity 1

Weekly PLC meetings to discuss performance of students

Facilitator

Admin Team

Participants

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Benchmark Assessments, Mini-assessments, PLC discussion, Data meetings, classroom observations

G2.B3 Non-English speakers are part of the lowest 25%.

G2.B3.S1 Non-English speakers will be receiving daily interventions by Bilingual Paraprofessionals and will be enrolled in Imagine Learning.

PD Opportunity 1

Non-english speakers will receive daily interventions by Bilingual Paraprofessionals and will be enrolled in Imagine Learning Computer Program

Facilitator

Imagine Learning Consultant

Participants

Grade level teachers and Admin

Target Dates or Schedule

daily

Evidence of Completion

Imagine Learning Reports, Intervention plans, Benchmark assessments, mini-assessments, PLC, Data meetings, classroom observations

G2.B4 New Staff to Durrance Elementary School

G2.B4.S1 Professional Development will be provided to new staff to Durrance based on differentiated needs. Some of the instructional staff are new to the profession; therefore, our coaches will provide more one-on-one coaching.

PD Opportunity 1

PLC, Learning Centers, Guided Reading, DOK, Marzano Teacher Evaluation, Lesson Study, Interventions

Facilitator

Admin

Participants

New Staff to Durrance and any other teacher interested

Target Dates or Schedule

on-going

Evidence of Completion

Sign-in sheets, presentations,

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase writing proficiency in essay writing.	\$6,500
G2.	Increase math and reading performance of the lowest quartile.	\$4,900
Total		\$11,400

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Technology	Total
General Funds	\$6,500	\$3,500	\$10,000
Title II	\$1,400	\$0	\$1,400
Total	\$7,900	\$3,500	\$11,400

Budget Details

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

G1. Increase writing proficiency in essay writing.

G1.B3 Pacing and rigor in implementing writing curriculum in Fourth Grade.

G1.B3.S1 Writing Consultant, Writing Coach, and Admin will be part of PLC to determine the pacing and rigor of the writing curriculum.

Action Step 1

Weekly PLC will be monitor to determine pacing and rigor of writing curriculum

Resource Type

Professional Development

Resource

Writing Consultant

Funding Source

General Funds

Amount Needed

\$6,500

G2. Increase math and reading performance of the lowest quartile.

G2.B3 Non-English speakers are part of the lowest 25%.

G2.B3.S1 Non-English speakers will be receiving daily interventions by Bilingual Paraprofessionals and will be enrolled in Imagine Learning.

Action Step 1

Non-english speakers will receive daily interventions by Bilingual Paraprofessionals and will be enrolled in Imagine Learning Computer Program

Resource Type

Technology

Resource

Imagine Learning Server

Funding Source

General Funds

Amount Needed

\$3,500

G2.B4 New Staff to Durrance Elementary School

G2.B4.S1 Professional Development will be provided to new staff to Durrance based on differentiated needs. Some of the instructional staff are new to the profession; therefore, our coaches will provide more one-on-one coaching.

Action Step 1

PLC, Learning Centers, Guided Reading, DOK, Marzano Teacher Evaluation, Lesson Study, Interventions

Resource Type

Professional Development

Resource

Lesson Study- Substitute Teachers

Funding Source

Title II

Amount Needed

\$1,400