Durbin Creek Elementary School

2020-21 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/

Demographics

Principal: Ashley Mccormick

Start Date for this Principal: 8/11/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	14%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (73%) 2016-17: A (71%) 2015-16: A (85%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the St. Johns County School Board on 2/16/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	13%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Durbin Creek Elementary is to make 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Walker, LaVerne	Assistant Principal	
Labaw, Renee	School Counselor	
Stanton, Katrina	Instructional Coach	
Fuller, Angela	Principal	
	Other	Maintenance Manager

Demographic Information

Principal start date
Tuesday 8/11/2020, Ashley Mccormick

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
12

Total number of teacher positions allocated to the school
56

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	14%
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	123	132	120	129	159	138	0	0	0	0	0	0	0	801
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	8	8	5	9	7	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	3	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 8/11/2020

Prior Year - 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	
Number of students enrolled	135	133	125	157	136	149	0	0	0	0	0	0	0	835
Attendance below 90 percent	0	1	0	1	3	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	3	6	0	0	0	0	0	0	0	12

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	5	2	3	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	4	1	0	0	0	0	0	0	0	0	5

Prior Year - 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**	
Number of students enrolled	135	133	125	157	136	149	0	0	0	0	0	0	0	835
Attendance below 90 percent	0	1	0	1	3	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	3	6	0	0	0	0	0	0	0	12

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	5	2	3	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	4	1	0	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	84%	75%	57%	84%	74%	55%
ELA Learning Gains	71%	67%	58%	64%	64%	57%
ELA Lowest 25th Percentile	60%	59%	53%	56%	52%	52%
Math Achievement	87%	77%	63%	87%	75%	61%
Math Learning Gains	71%	69%	62%	69%	69%	61%
Math Lowest 25th Percentile	60%	59%	51%	64%	60%	51%
Science Achievement	69%	72%	53%	74%	69%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	88%	78%	10%	58%	30%
	2018	84%	78%	6%	57%	27%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	89%	77%	12%	58%	31%
	2018	79%	74%	5%	56%	23%
Same Grade Comparison		10%				
Cohort Comparison		5%				
05	2019	74%	76%	-2%	56%	18%
	2018	74%	73%	1%	55%	19%
Same Grade Comparison		0%				
Cohort Comparison		-5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	90%	82%	8%	62%	28%
	2018	91%	80%	11%	62%	29%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	85%	82%	3%	64%	21%
	2018	87%	83%	4%	62%	25%
Same Grade Comparison		-2%				
Cohort Comparison		-6%				
05	2019	80%	80%	0%	60%	20%
	2018	93%	79%	14%	61%	32%
Same Grade Comparison		-13%				
Cohort Comparison		-7%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	70%	73%	-3%	53%	17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	88%	73%	15%	55%	33%
Same Grade Comparison		-18%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	58	65	56	64	70	69	42				
ASN	91	75		96	88		82				
HSP	68	58	38	80	70	67	47				
MUL	79			79							
WHT	87	75	66	88	69	56	73				
FRL	69	63	41	70	66	58	45				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

For the 2019-2020 school year the data component with the lowest performance was 5th grade Science, with a decline of 18 percentage points from 2018 to 2019 scores. Due to statewide Covid-19 shutdown we were not able to adequately prepare 4th grade students for 5th grade Science standards. Currently over 35% of fifth grade students are beginning the school year as distant learners by receiving their education through blended learning. This is a challenge for science instruction as it will inhibit teachers to actively involve students in their own learning, promote student discussion and group activities and help students experience science in varied, interesting, and enjoyable ways. Due to COVID-19 there are no changing of classes and each teacher will provide science instruction to his/her own roster of students. This will allow the teacher to integrate science in with ELA and math to help strengthen science concepts instead of teaching the subject in isolation.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

As described above, the biggest decline was in 5th grade Science and it was addressed how COVID-19 impacted the learning process and the way in which the subject will be integrated with other subjects to help students gain a clear understanding of science concepts.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

At the beginning of the 2019-2020 of school year all of our averages were well above the state averages. At the time our biggest gap was in 4th grade ELA with 31 point difference (in the positive). Our 4th grade teachers were working hard with their PLC time and did a wonderful job grouping students and having different teachers instruct using the best strategies for ensuring ALL students master the essential standards. Our scores closes to the state average was in 5th grade ELA and 5th grade Science. As the 5th grade students have transitioned on to middle school our focus will be on current 5th grade science.

Which data component showed the most improvement? What new actions did your school take in this area?

Our 2018-2019 school year 4th grade ELA scores had the highest increase from the previous year, increasing from 79% to 89% proficiency. The cohort score also increased 5% points from the previous year. The PLC process made a great impact for all of our ELA scores, however 4th grade teachers collaborated well analyzing data, creating student groups, sharing students and ensuring the essential standards were taught and re-taught. The teachers worked together to create the common assessments and then came back together to analyze
data and create groups for re-teach. Teachers continued the PLC process and collaboration throughout the 2019-20 school year.
Teachers continued to reflecting on the EWS data from Part I to drive their PLC discuss and groups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We currently have 26 fourth and fifth grade students in the lowest 25th percentile for reading and 23 in math. Fourteen of these students (reading) have an IEP with Specific Learning Disability as the Primary Disability, and twelve in math. We have twenty-one students with an active 504 Plan, over fifty active RtI plans, and forty-six ELL students. At the end of Spring 2020 the majority of RtI plans were for students in grades 3 & 4 (52%). We have two subgroups we would like to focus on for this school year. The first are our students with disabilities, they have a proficiency percentage less than our school's average in ELA, math , and science. The other area of concerns is learning gains for our students on free or reduced lunch, as well as their science achievement. Both of these subgroups have data which is less than other subgroups or the overall school. We also want to focus on learning strategies for ELL students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning Gains for Students with Disabilities
2. Learning Gains for Students on Free and Reduced Lunch
3. 5th Grade Science
4. Continuation of Single School Culture
5. Learning Strategies for ELL Students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	ELA and Mathematics Learning Gains for Our Lowest 25 Percentile Quartile Students in our bottom quartile are not making adequate learning gains as evidenced by RtI data and teacher PLC intervention data.
Measurable Outcome:	70% or more of Durbin Creek's bottom quartile RTI students will show a learning gain in ELA and Mathematics for the 2020-21 school year.
Person responsible for monitoring outcome:	Katrina Stanton (katrina.stanton@stjohns.k12.fl.us)
Evidence-based Strategy:	Using the PLC process, teachers will identify essential standards, create common formative assessments, and share and analyze the data in order to create groups for remediation and enrichment. Students in the bottom quartile will be "flagged" for extra monitoring and extra interventions will be put in place for students not showing growth after the 2nd iReady diagnostic.
Rationale for Evidence-based Strategy:	When student intervention groupings for both math and ELA have been performed with fidelity through Professional Learning Communities, student achievement has been successful. As evidenced through two years of math student data, there was a double digit improvement in student achievement growth and one year of ELA student data indicates a double digit student achievement growth as well. Through RtI and PLC we used the process in math and saw double digit improvement and we focused on ELA this past year with the same results. The focus for this 2020-21 will be to ensure progress monitoring quarterly on our bottom quartile students in all grade levels.

Action Steps to Implement

1.Identify essential standards per quarter
2. Create common formative assessments for essential standards
3. Teach and assess the standard using researched base curriculum and resources provided by the school and district.
4. Share the results and best practices for student learning
5. Create groups based on the data for both re-teaching and enrichment

Person Responsible	Katrina Stanton (katrina.stanton@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	ELA and Mathematics for SWD, ELL and Free/Reduced Lunch Students Students identified as SWD, ELL and Free/Reduced Lunch did not make adequate learning gain as often as our general population students in both ELA and Mathematics 2018-20 school years. Currently 26 SWD are in the lowest quartile in reading: 4 in 4th grade and 22 in 5th grade. There are 15 SWD in the lowest quartile in math: 4 in 4th grade and 11 in 5th grade. Eight SWD are participating in Distant Learning. Of the 118 SWD, 65 students in grades 3 - 5 are in iReady math early warning status.
Measurable Outcome:	80% or more of Durbin Creek's SWD, ELL and Free/Reduced Lunch Students will make adequate learning gain in both ELA and Mathematics for the 2020-21 school year.
Person responsible for monitoring outcome:	Angela Fuller (angela.fuller@stjohns.k12.fl.us)
Evidence-based Strategy:	Using the PLC process general education teachers will collaborate with special education teachers to identify individual educational goals, essential standards, instructional strategies, create common formative assessments, and share and analyze data in order to create groups for remediation and enrichment. Students in the bottom quartile will be "flagged" for extra monitoring and extra interventions will be put in place for students not showing growth after the 2nd iReady diagnostic. IEP goals will be amended and Individual Continuity Plans will be created as needed,
Rationale for Evidence-based Strategy:	When student intervention groupings for both math and ELA have been performed with fidelity through Professional Learning Communities, student achievement has been successful. As evidenced through two years of math student data, there was a double digit improvement in student achievement growth and one year of ELA student data indicates a double digit student achievement growth as well. Through RtI and PLC we used the process in math and saw double digit improvement and we focused on ELA this past year with the same results. The focus for this 2020-21 will be to ensure progress monitoring quarterly on our bottom quartile students in all grade levels.

Action Steps to Implement

1. Identify essential ELA and Mathematics standards per quarter.
2. Create common formative assessments for essential standards
3. Teach and assess the standard using researched base curriculum and resources provided by the school and district.
4. Share the results and best practices for student learning.
5. Create groups based on the data for both re-teaching and enrichment.and enrichment.

Person Responsible	Katrina Stanton (katrina.stanton@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Changing demographics at our school creates a need to be certain our faculty and staff are equipped with handling the changing and diverse needs of our student population.
Measurable Outcome:	We will rebuild the academic foundation of our learners and reestablish relationships with students and families.
Person responsible for monitoring outcome:	Angela Fuller (angela.fuller@stjohns.k12.fl.us)
Evidence-based Strategy:	Durbin Creek will create a positive school culture with respect and dignity for all.
Rationale for Evidence-based Strategy:	Having a positive school culture will help our students, faculty, and staff feel supported during this difficult year. Having a single school culture will help promote the academic and social-emotional well-being of our community.

Action Steps to Implement

1. Book provided to all staff: 180 Days of Self-Care for Busy Educators
2. Book study for administration: The Will to Lead, the Skill to Teach
3. School theme for the year: Stronger Together
4. Create a Single School Culture based on shared norms, beliefs, values, goals, and results with like processes.
5. Increase crisis team members

Person Responsible	Angela Fuller (angela.fuller@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Durbin Creek will create a positive school culture with respect and dignity for all. The climate and culture of our school is the foundation that makes learning possible. Simply put, we will have shared norms, beliefs, values, goals and results in agreed upon processes and procedures that produce consistency in administrators, teachers, and student practices – in other words, a single school culture.

There is a change in student demographics this year at Durbin Creek. Our Free/Reduced Lunch percentage has increased each year since 2014-15 school year to 18% this year. Minority enrollment is 34.5% with a high increase in our Asian population. Newly enrolled students are exhibiting behavior that teachers are not accustomed to dealing with. We increased our crisis team to ten individuals, including after school program employees and custodial staff. A number of teachers aren't equipped with strategies to help with social/emotional behaviors and low academic performance that many of these students exhibit. Due to spring 2020 statewide COVID-19 school shutdown students have missed five months of learning and social emotional learning. It's important that we rebuild the academic foundation of our learners and reestablish relationships with students and families. 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.

Our school theme for this year is "Stronger Together." Each staff member has been provided the book, "180 days of Self-Care for Busy Educators," a PK - 12 educator guide to low-cost, and no-cost research-based practices to support their health and wellness, one day at a time. We know that this will be a hard year and we want our staff to remember to take time to rest and spend time with their family. Our Leadership Team will have a book study using, "The Will to Lead, the Skill to Teach" as a means to provide a positive school culture during this difficult time. The pandemic teaching of spring 2020 was not really distant learning, but rather crisis teaching. DCES teachers have been encouraged to create a Deliberate Practice Plan on creating a positive classroom environment and student engagement. Teachers will be provided opportunities to collaborate to create instructional units for distance learning, engaging tasks, feedback, assessment, and grading. Again, "stronger together," instead of single teaching.

Communication is key to school culture and we will continue to keep parents informed with school procedures and changes. Fear occurs when parents don't know what is going on. Schoology will be our main means of communication for both administrative newsletters as well as teacher newsletters, which aligns with single school culture. If we have to go to distance learning again, DCES teachers know that what matters is what you do, not where you teach. For more authenticity, we will focus on what students know and don't know, harness the most exciting use of technology for our current situation, and not depend on parents to know next steps.

Parent Family and Engagement Plan (PFEP) Link

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