Durbin Creek Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 8/10/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	14%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan is pending approval by the St. Johns County School Board.

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.

Table of Contents

Durbin Creek Elementary School

4100 RACE TRACK RD, Saint Johns, FL 32259

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	14%

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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
McCormick, Ashley	Principal	
Echevarria, Tatiana	Assistant Principal	
Stanton, Katrina	Instructional Coach	

Demographic Information

Principal start date
Tuesday 8/10/2021, 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
60

Total number of students enrolled at the school
892

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.
11

Demographic Data

Early Warning Systems

2021-22

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	130	134	120	138	163	138	0	0	0	0	0	0	0	823
Attendance below 90 percent	2	3	5	1	6	5	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	8	5	2	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	4	3	5	0	0	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	3	2	2	0	0	0	0	0	0	0	7

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	7	8	5	7	6	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 8/25/2021

2020-21 - 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	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

2020-21 - 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	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				84%	75%	57%	79%	72%	56%
ELA Learning Gains				71%	67%	58%	62%	59%	55%
ELA Lowest 25th Percentile				60%	59%	53%	46%	50%	48%
Math Achievement				87%	77%	63%	91%	77%	62%
Math Learning Gains				71%	69%	62%	73%	67%	59%
Math Lowest 25th Percentile				60%	59%	51%	70%	58%	47%
Science Achievement				69%	72%	53%	87%	68%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	88%	78%	10%	58%	30%
Cohort Comparison						
04	2021					
	2019	89%	77%	12%	58%	31%
Cohort Comparison		-88%				
05	2021					
	2019	74%	76%	-2%	56%	18%
Cohort Comparison		-89%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	90%	82%	8%	62%	28%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	85%	82%	3%	64%	21%
Cohort Comparison		-90%				
05	2021					
	2019	80%	80%	0%	60%	20%
Cohort Comparison		-85%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	70%	73%	-3%	53%	17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready data.
Fall = percent of students Early on Grade Level or above.
Winter = percent of students Mid On Grade Level or above.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	55	
	Economically Disadvantaged			
	Students With Disabilities	21	50	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	33	
	Economically Disadvantaged			
	Students With Disabilities	14	21	
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	64	
	Economically Disadvantaged			
	Students With Disabilities	7	6	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	40	
	Economically Disadvantaged			
	Students With Disabilities	7	6	
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	88	63	
	Economically Disadvantaged			
	Students With Disabilities	69	43	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	35	
	Economically Disadvantaged			
	Students With Disabilities	15	14	
	English Language Learners			

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	70	53	
	Economically Disadvantaged			
	Students With Disabilities	24	24	
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	63	47	
	Economically Disadvantaged			
	Students With Disabilities	21	10	
	English Language Learners			

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	71	53	
	Economically Disadvantaged			
	Students With Disabilities	19	13	
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	76	51	
	Economically Disadvantaged			
	Students With Disabilities	38	25	
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	47	42	38	53	65	64	39				
ELL	64			73							
ASN	94	70		96	75		81				
BLK	67			58							
HSP	71	64		81	86		69				
MUL	74			93							
WHT	81	69	53	87	71	75	85				
FRL	69	69		71	56		53				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	84
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends among third and fourth grade consistently show ELA and Math achievement levels above both the district and state levels. Durbin's achievement levels are also consistently higher in math than in ELA. Fifth grade shows important information in ELA and Science, where both achievement levels were below the district average in 2019.
Historically, Durbin Creek's ELA achievement is lower than math. There is a consistent pattern seen. When we analyze FSA data for the subgroup students with disabilities a disparity is seen, especially with our lowest 25% group. They are not making learning gains comparable to other subgroups with 38% in ELA, 65% in Math . Overall achievement levels show 47% in ELA, 53% in Math and 39% in Science. This is a continuous pattern among the years. When we drill down to i-ready data to compare we see similar results with this subgroup in grades 3-5 not making gains between Fall and Winter Assessments. Gains in the primary grades can be seen.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component with the need for improvement for the whole school is learning gains in ELA and the ELA learning gains of our lowest 25%. We see the greatest decline in these two areas between 2018-2019 and 2020-2021. In 2020-2021 the overall learning gains in this area dipped from 71% in 2018-2019 to 66% in 2020-2021 with the learning gains of our lowest 25% declining to 57%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We are seeing some significant gaps in our student learning in this area. An area of focus has been identified in the foundational skills, specifically phonics. Last year, 35% of students began the year as distance learners with all students experiencing the shift to virtual during the spring of 2020. This has had a significant effect on student learning which we are just now seeing. For those students in the

brick and mortar setting significant changes were put in place due to COVID-19 safety protocols. We no longer were sharing small groups groups of students across the grade level after analyzing grade level data. Changes were also made to how students were able to receive small groups instruction within their own classrooms. A true reduction of small group instruction was taking place. In addition, small group instruction was taking place behind desk shields and masks and limited in the amount of time spent in a small group. They way students were grouped shifted to how students were normally seated together in cohorts rather than need based.

New actions that need to take place include a return to focus on grade level data through the PLC process and a return to effective small group placement and instruction while maintaining safety. All grade levels participate in the process of creating common assessments and analyzing data. There is a need to elevate the practice of sharing students and ensuring the essential standards are taught and re-taught as needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The greatest improvement is in 5th grade science with an 11 point gain between 20-18-2019 and 2020-2021 (69%-80%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

After 2018-2018 , a new focus on science instruction was implemented. Instructional staff began to look at how they could integrate science into other subject areas rather than teach in isolation. The goal was to help students gain a clear understanding of science concepts. PLC groups focused on common assessments and allowed all teachers to collaborate on the essential standards in science. The team continuously reflected on data including EWS and MTSS data to identify how gaps in reading were effecting science instruction .

What strategies will need to be implemented in order to accelerate learning?

The focus for implementation this year is to return to strategies we know work. Previously during strict COVID 19 protocols grade levels and PLC groups were meeting virtually and not sharing students. Significant changes were made to how students received small group instruction. We will return to in - person weekly PLC meetings with both the ILC and administration attending. We will continue with utilizing common assessments and analyzing data. As we analyze student data we will also discuss and consider other factors which may be barriers to student learning. Once identified we will problem solve how to remove barriers for students. Our resource team which includes our art, music , PE teachers as well as our media specialist have crested a plan to mentor students included in our lowest 25%. Teams will also need to renew the focus on small group instruction and timely intervention. We have seen significant increase in learning when we are able to use our date to create small groups across the grade level and share students across the grade level. In addition to this , teachers are interacting with new standards and new ELA resources. The leadership team will return to whole day PD sessions on Wednesdays for each grade level. This time will be dedicated to planning for both intervention and enrichment as well as focusing on the new resources. A school wide intervention/enrichment block has also been out in place. We will monitor the effectiveness of this block closely.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

A dedicated full day professional development rotation has been created. The ILC and administration participate. Professional development will be slightly differentiated by grade level. A gap has been identified in phonics. The primary grades are now using a new resource, Fundations. Professional

development in the primary grades will focus here. This will be coupled with a continued focus on formative assessment and using this tool to drive instruction. In grades 3-5 a focus will be on new district CFQs. We will assist teams in analyzing the data we collect form here, identifying trends and seeing trends across grade levels. Professional development will surround the new standards and how they fit into pacing guides and delivered effectively. The leadership team will seek opportunities for lesson studies surrounding the new ELA resources for all grade levels. The social emotional status of our students and barriers to learning will be a focus throughout all of this.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Historically ELA achievement levels have been lower than math achievement levels at Durbin Creek. This past year was no exception with ELA achievement being 81% compared to 87% in math. As we examine the data closer it is noted that the learning gains of our lowest 25% presents at 57%. This is a significant difference with math as our lowest 25% showed learning gains at 71%. As data across the years is analyzed, ELA gains are consistently lower than math gains for our school. The learning gains for our bottom 25% are not adequate for our population.
Measurable Outcome:	ELA learning gains for our lowest 25 percentile quartile will increase by 2 points.
Monitoring:	This area will be monitored closely through the PLC process with each grade level. Progress monitoring data including i-Ready assessment data and formative assessments will be a focus during PLC work. The ILC and administration will be present and work alongside grade level teams. The CORE leadership team will also work with MTSS CORE team and highlight the progress monitoring data coming from grade level teams.
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 be "flagged" for extra monitoring and interventions will be put into place for students not showing growth.
Rationale for Evidence-based Strategy:	When student intervention groupings for ELA have been performed with fidelity though Professional Learning Communities, student achievement has been successful. Historical data at Durbin Creek ahs showed double digit growth as a result of this process. The focus here would be to maintain progress monitoring quarterly on our bottom quartile students in all grade levels.

Action Steps to Implement

Identify essential standards per quarter.
Review/create formative assessments for essential standards.
Teach and assess the standard using research based curriculum and resources provided by the school and district.
Share results and best practices for student learning.
Create student groups based on data for both re-teaching and enrichment.
Share bottom quartile data quarterly with the MTSS CORE team.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Although math data presents higher than the state average , we drilled down closer to see where the need was. The learning gains of the bottom quartile of students in math for 2020-2021 was 71%. This is an increase from the previous year data , although significantly below some years. When we look closer we have to pay attention to certain subgroups that do not align with the overall student achievement levels. In 2020-2021 our ELL student math achievement was 73%, Black student achievement was 50% and students with disabilities achievement level was 65%. As we analyze, many of the students in these subgroups are included in our bottom quartile of students. This presents a critical need when broken down in this way and we would be under serving our students if we ignored these stats.
Measurable Outcome:	Math learning gains for our lowest 25 percentile quartile will increase by 2 points.
Monitoring:	This area will be monitored closely through the PLC process with each grade level. Progress monitoring data including i-Ready assessment data and formative assessments will be a focus during PLC work. The ILC and administration will be present and work alongside grade level teams. The CORE leadership team will also work with the MTSS CORE team and highlight the progress monitoring data coming from grade level teams. All discussions will include a focus on specific subgroups.
Person responsible for monitoring outcome:	Tatiana Echevarria (tatiana.echevarria@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 be "flagged" for extra monitoring and interventions will be put into place for students not showing growth.
Rationale for Evidence-based Strategy:	When student intervention groupings for ELA have been performed with fidelity though Professional Learning Communities, student achievement has been successful. Historical data at Durbin Creek ahs showed double digit growth as a result of this process. The focus here would be to maintain progress monitoring quarterly on our bottom quartile students in all grade levels.

Action Steps to Implement

Identify essential standards per quarter.
Review/create formative assessments for essential standards.
Teach and assess the standard using research based curriculum and resources provided by the school and district.
Share results and best practices for student learning.
Create student groups based on data for both re-teaching and enrichment.
Share bottom quartile data quarterly with the MTSS CORE team.

Person Responsible	Tatiana Echevarria (tatiana.echevarria@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Student demographics continue to change. Our ELL population continues to grow with some coming to us with no English acquisition. In addition many of our students have missed out on on foundation social and emotional learning due to the COVID pandemic. Many lost the spring of their primary years . Students missed 5 months of learning and many others continued virtual learning from home for the entire 2020-2021 school year. Our staff is identifying basic behavioral consequences daily as a result. The behaviors being observed in classrooms present different than in past years. Students demonstrate little to no perseverance through difficult tasks or interactions , lessened stamina and decreased successful peer interactions. Many students are exhibiting behaviors our teachers are not accustomed to. Durbin Creek is committed to maintaining a positive school culture with respect for all. It is important to reestablish relationships with students and parents while rebuilding the academic foundation. Getting to know our students first can go a long way in finding ways to motivate our students.

Measurable Outcome:	We will decrease student discipline referrals by 5% .
Monitoring:	Leadership team along with MTSS CORE team will analyze quarterly discipline data as well as the number of mental health referrals. Leadership team will analyze the number of positive tickets given to students through a new TIER 1 school-wide positive behavior system, "Outstanding Explorers", which is tied to the pillars which represent Character Counts. A focus will also be on the rate in which teachers and staff award the tickets.
Person responsible for monitoring outcome:	Ashley McCormick (ashley.mccormick@stjohns.k12.fl.us)
Evidence-based Strategy:	Character Counts lessons will be delivered within classrooms. The related arts resource team creates a Deliberate Practice plan focused on relationships and outlines a student mentor program. A TIER 1 school-wide Positive behavior system will be implemented. PLC discussions focus on social -emotional aspect of students, not data alone. The Leadership team will attend training focused on school culture.
Rationale for Evidence-based Strategy:	In the past year and a half we have in a crisis mode of teaching . We must shift back to meeting the social-emotional needs of our students first so we can then get to the academics and improve behavior. The school leadership team is committed to modeling positive behavior supports and will be learning through training opportunities how to effectively address this area. Research shows effective mentoring shows positive results which is why our resource team is creating a mentoring plan. The focus is to build up the relationships with students and improve motivation and social interactions. Putting character counts at the forefront of all this will help our students learn positive skills. The TIER 1 schoolwide system will reinforce these skills , keep them as part of the culture and allow us to celebrate our students and staff.

Action Steps to Implement

Create Deliberate practice plans focused on relationships.
Implement school-wide TIER 1 positive behavior system .
Deliver grade grade level assemblies in character counts.
Equip teachers with positive strategies and relationship building skills to be used within the classroom, include this as part of PLC discussions.

Celebrate and reward staff and students modeling the character counts traits.

Person Responsible Ashley McCormick (ashley.mccormick@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Historically ELA achievement levels have been lower than math achievement levels. The learning gains for this area are 66% with learning gains for our lowest 25% being 57%. There is a consistent pattern seen. When we analyze FSA data for subgroups, students with disabilities is an area with an identified disparity , especially with our lowest 25% group. Our lowest 25% (students with disabilities) is not making learning gains comparable to other subgroups with 38% in ELA. Overall achievement levels for students with disabilities show a 47% achievement level in ELA , with only 42% making learning gains for 2020-2021. This is a continuous pattern among the year and this data shows a decrease in gains made from 2018-2019 and 2020-2021. When we drill down to i-ready data to compare we see similar results with this subgroup in grades 3-5 between Fall and Winter assessments.
Measurable Outcome:	The FSA achievement level for our students will disabilities will increase from 47% to 50% in ELA.
Monitoring:	The MTSS Core team will collaborate to progress monitor this subgroup more often with an identified tool. The CORE team will work in collaboration with ESE and general education teachers . Teams will analyze progress monitoring data as well as i-ready data and consider how effective current instruction is. Discussion will also focus on the barriers to learning which may exist for individual students.
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 be "flagged" for extra monitoring and interventions will be put into place for students not showing growth. PLC will identify barriers to learning. The MTSS CORE team will progress monitor this group of students quarterly in order to monitor growth. This team will collaborate with ESE teachers as well as general education teachers.
Rationale for Evidence-based Strategy:	When student intervention groupings for ELA have been performed with fidelity though Professional Learning Communities, student achievement has been successful. The focus here would be to maintain progress monitoring quarterly on our bottom quartile students in all grade levels and involve all stakeholders.

Action Steps to Implement

Identify essential standards per quarter.
Review/create formative assessments for essential standards.
Teach and assess the standard using research based curriculum and resources provided by the school and district.
Share results and best practices for student learning.
Create student groups based on data for both re-teaching and enrichment.
Share bottom quartile data (of SWD) quarterly with the MTSS CORE team.
Monitor the subgroup through progress monitoring quarterly. Analyze those results with the MTSS CORE team.
Implement and monitor district resources for intervention for identified focus areas.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

Durbin Creek will maintain a positive school culture with respect and dignity for all. We will model a continued value on shared norms, beliefs and goals . Focus will be on a single school culture. The Leadership team has participated in a book study of "The Will to Lead, the Skill to Teach" as a way to provide a positive school culture. We also gave ourselves permission to slow down during the first weeks of school and put an increased focus on building relationships and positive classroom communities. The leadership team is committed to keeping both students and staff engaged and having fun. Students and staff will be celebrated and highlighted through the TIER 1 schoolwide positive behavior system. Communication will be consistent among all stakeholders. The principal meets biweekly with the PTO and sends regular communication to all families. Communication is key to the school culture and we will keep all stakeholders informed.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders include teachers, students, families of students, volunteers and school board members. Communication with all happens through team leader gatherings, weekly leadership meetings, SAC and PTO meetings. Discussion in all areas is focused on the vison and the goals of the school. Stakeholders are involved and their input is valuable. Our PTO does an incredible job of promoting school goals and functions in a positive way through social media. They assist the school in keeping the families informed. School administration attends PTO sponsored Spirit nights at various businesses as well .