

Durrance Elementary



2014-15 School Improvement Plan

Durrance Elementary

8101 BENRUS ST, Orlando, FL 32827

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
71%

Alternative/ESE Center
No

Charter School
No

Minority
78%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Building and fostering relationships with our students is an ongoing process that is addressed throughout the school year. Our teachers begin this process on the first day of school. They begin each school day by greeting every student in a positive, but fun, interactive way. By doing so, one can assess if the student is having a good morning thus far, and if not try to get to the problem immediately in order for that student to have a successful academic and social day. An "all about me" or "getting to know you" project that is done in school and at home is designed to enlighten the teachers of the family make-up and of the cultural differences within their classroom.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school fosters an environment of open communication between students and teachers in order for every student to feel valued and respected. If there is something beyond the teacher's scope of helpfulness, we have an onsite guidance counselor who can support the child, or if there is something more serious, she can provide the proper resources. We also are a "Bully-Free" school and will not tolerate any student making another student feel unsafe or threatened while here at Durrance.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Durrance we have adopted the school wide behavior program called CHAMPS. We will be doing professional development training throughout the school year to assist teachers with the implementation of CHAMPS. Listed below is a brief outline of CHAMPS, and how this behavior management strategy will be implemented in the classroom.

CHAMPS strategies are easy to implement and will:

- Reduce classroom disruptions and office referrals
- Improve classroom climate
- Increase student on-task behavior
- Establish respectful and civil interactions

By following the effective, research-based practices outlined in CHAMPS, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. Expectations to clarify are:

Conversation: Can students talk to each other during this activity?

Help: How do students get the teacher's attention and their questions answered?

Activity: What is the task/objective? What is the end product?

Movement: Can students move about during this activity?

Participation: How do students show they are fully participating? What does work behavior look/sound like?

Success: When students meet CHAMPS expectations, they will be successful!

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Durrance Elementary School provides a culture rich in positive behavioral support, including character education, positive reinforcement and celebrating student success. Whether it is a reward party or celebration for wearing uniforms, AR goals, or online program use, our students are able to thrive with a positive support system. We celebrate our Principal Award winners weekly as well. For students with more intensive needs, students have counselor services, and outside services are provided by our SEDNET agencies including one-on-one counseling.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Durrance Elementary School has created a list of early warning indicators. Administration and Launch Team will keep a close look at these students in order to monitor their academic achievement.

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. Level 1 score on the statewide, standardized assessments in Reading and/or Mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	13	14	7	14	7	55
One or more suspensions	1	3	2	4	0	10
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	21	14	25	60

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	3	19	10	14	47

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The administration and Launch Team members monitor the performance of all students.

We utilize the following data sources:

- 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
- 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

For the students who are not being successful, we take them through the MTSS process.

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Durrance Elementary School will increase parental involvement by providing extra-curricular activities and academic awareness nights that are designed to build positive relationships.

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 parents 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. We provide babysitting services so parents are encouraged to bring children to after-school meetings. Teachers are also open to conducting meetings with parents at times that are convenient for them.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Durrance Elementary School is always looking for ways to increase partnerships with the local community. The Assistant Principal is also the Partners-In-Education (PIE) Coordinator. He has the task of making and sustaining partnerships with different businesses around the school. Our partnerships have supported our school and have helped in increasing student achievement. One example of these partnerships is Mike's Italian Ice. Through our Media Specialist, the teachers assign Accelerated Reading (AR) goals to every student every quarter. Those students who meet their AR goal receive a Popsicle, and a card from Mike Italian Ice for 15% off an ice cream. If the students collect all four cards, they will receive a free item from Mike Italian Ice.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Charlton, Mark	Principal
Moreno, Guillermo	Assistant Principal
Camacho, Sasha	Instructional Coach
Daniels, Jennifer	Instructional Media
Christian, Holly	Instructional Coach
Fabian, Yaritza	Instructional Coach
Douglas, Kelly	Instructional Coach
Shumake, Andre	Instructional Coach
Klena, Sarah	Guidance Counselor

Duties

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

- 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 interventions
- ? Provides Tier 3 intervention for 3rd grade students
- ? Provides support for 3rd grade 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 2nd 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 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
 - Andre Shumake – Math Coach
- ? 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
- ? Provides Professional Development on the implementation of effective resources for Math interventions

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Stephanie Reyes	Parent
Lisa Washington	Parent
Elizabeth Schultz	Parent
Jenny Morgan	Parent
Gretchen Raymond	Parent
Janitza Sola	Parent
Jackie Warner	Parent
Kenneth Swift	Business/Community
Christine Heuberger	Teacher
Sasha Camacho	Teacher
Heather Hoeltke	Teacher
Allison Lemp	Teacher
Deborah Wood	Teacher
Megan Cantu	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year we were able to hold seven SAC meetings where its members evaluated our school improvement plan. During these meetings the principal presented updated data to analyze and ensure progress was being made on our school improvement plan's implementation. Also we had discussions about the steps taken in order to achieve our plan objectives.

Development of this school improvement plan

SAC members helped in the development of our school's goals. They gave suggestions on which areas we should focus and what could be changed or implement to improve on the different areas we did not show growth the previous year.

Preparation of the school's annual budget and plan

As part of the preparation of the school's annual budget a shared vision was discussed among SAC members regarding the relationship between the school's budget and the school improvement plan. The principal shared our budget allocations and curriculum needs. New programs and district initiatives were explained. SAC members participated in discussions about how our budget helped us to purchase and implement Imagine Learning to support our English Language Learners, pay for a writing consultant that worked with our fourth grade teachers and writing coach to improve our writing scores, and hired more resource personnel to assist during reading interventions. SAC members were able to make certain our budget was utilized in accordance to our school improvement plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year, we used our school improvement funds for two initiatives that were vital for our school success. We hired a Writing Consultant who came every month to work closely with our Writing Coach, 4th grade teachers, and fourth grade students. She provided mini-lessons, support, and graded writing prompts. She met with administration and discussed her action plan. We also used school improvement funds to purchase more licenses of Imagine Learning software to support our English Language Learners in acquiring English.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Charlton, Mark	Principal
Moreno, Guillermo	Assistant Principal
Daniels, Jennifer	Instructional Media
Tankovich, Melissa	Teacher, K-12
Heuberger, Christine	Teacher, K-12
Lopez, Edalia	Teacher, K-12
Lemp, Allison	Teacher, K-12
Martin, Sarah	Teacher, K-12
Cantu, Megan	Teacher, K-12
Christian, Holly	Instructional Coach
Douglas, Kelly	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- ~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 FLS in K-2 including the Instructional Shifts, and curriculum in 3-5

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school requires that teachers meet once a week to establish a positive, collaborative time for planning, data analysis, and instruction. These meetings are hosted by grade level chair people, but are also overseen by a grade level instructional support person as well. The overarching leaders and monitors of these activities are Mark Charlton, Principal, and Guillermo Moreno, Assistant Principal.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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 who matches with our school. In order for us to retain teachers, we have a very involved mentor/mentee program, along with job-embedded professional development for all teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and 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 initiatives 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

As a school, we use the Florida Standards as our curriculum. The teachers were given time over the summer to meet and start deconstructing the standards so that they could plan their lessons based on the requirements laid out in the standards. They then used the Orange County adopted programs – Houghton Mifflin Journey's and Go Math, Science Fusion, and Scott Foresman for Social Studies to find the appropriate lessons that would help them meet those standards. During their planning time throughout the year, they are expected to continue deconstructing the standards as they plan for each unit throughout the year. Research based, district-approved resources are then combined with the adopted core programs to identify or create lessons for teachers to present to their students. Additionally, our teachers are continuing their growth in understanding and connecting the core instructional program and materials to the Florida Standards through professional development. This professional development is designed to help teachers grow in their knowledge of Florida Standards and resources that are available.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We use several different forms of data to ensure that instruction is differentiated to meet the needs of our students. These include classroom formative and summative assessment data, diagnostic assessment data, benchmark data, and data derived from end of the year state assessments. Diagnostic assessment data is initially used to identify the level that students are working on at the beginning and end of the school year. It is used at the beginning of the year to plan the level of resources that students will need to use to work independently and what level material will challenge them as they are learning throughout the year. Teachers use the leveled resources from the core programs in both reading and math to plan their instruction based on this data. Classroom formative and summative assessment data is charted and graphed in the classroom and on our SharePoint. It is reviewed in weekly data meetings, and teachers are expected to use that data to determine which students understand what is being taught in the core, and which students need additional assistance with each standard being taught. This allows teachers to plan and differentiate their center and small group (guided reading) instruction to target the needs of their students. Benchmark data (combined with the formative and summative assessment data) is used to determine which students need additional instruction on the material that is taught during the core block of time for each subject area. The analysis of this data, allows teachers to identify students that need the core, plus more (Tier 2 instruction) and those that need the core, plus more, plus more (Tier 3 instruction). It also gives them the information they need to identify where the breakdown is happening for the students that have been identified and what standards and skills need to be expanded upon or retaught to help fill the gaps in the students learning. The skills and lessons taught in the core are used as a reference point. Students who need more to expand on their learning are provided with instruction that allows them to dig deeper and grow beyond the proficient level. Students who are struggling to meet the required level of proficiency, based on the data mentioned above, are given an opportunity to receive instruction with materials that will help to fill the gaps in their learning and give them what they need to move closer to the level of proficiency determined by the standards for each grade level.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

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 Rationale

Based on progress monitoring and student performance, 3rd-5th grade students will participate in tutoring for Reading and Math.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Charlton, Mark, mark.charlton@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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, we have included a Math Lab in our Specials Wheel for students in Kindergarten through 5th Grade. The teacher works with the students for 45 minutes in areas of weaknesses that have been identified. Also, i-Ready has been purchased for all the students for Reading and Math.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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, exposing them to various pre-readiness social and academic skills, that are necessary for transition into kindergarten. In the semester, our kindergarten

teachers work with our PreK VE teacher in order to help assist our Kindergarten transition meetings. The kindergarten teachers help the PreK VE teacher assess which type of placement is appropriate, 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, on our school's marquee, and parent events.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Durrance offers families of enrolling kindergarten students to attend an orientation prior to the start of the school year to learn school information and take a tour of the kindergarten classrooms, cafeteria, and the main areas of the campus. Administration offers tours of the school to new students and families upon registration throughout the year. To ensure academic success, all students are assessed using the i-Ready reading and math diagnostic assessment to identify learning strengths and areas of need immediately so instructional time and interventions/enrichment can be provided immediately upon entering Durrance. In addition, our leadership team works closely with teachers and parents to identify students who need additional academic, behavior, or community supports when they enroll and throughout the year to provide resources as needed.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

To advance college and career awareness, Durrance provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. Durrance also has an AVID program school-wide, starting with the one-binder system in Kindergarten through fifth grade, including our VE classrooms. We also have a heavier emphasis in two and three column note taking strategies. Durrance also has a college shirt day every other week where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. The fifth grade students participate in a research study to learn more about a college of their choice and integrate reading, writing, and speaking skills to present the demographics, academics available, admission criteria, highlights, and specialties to their peers and school staff. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

To prepare our students for 21st century careers with technology and industry, Durrance has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process. Moreover, as a Aerospace and Aviationmagnet school, we invite guest speakers to talk about college and career readiness to our students. STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and

motivation programs such as i-Ready, and Accelerated Reader. Additionally, our Science Lab teacher works with all grade teachers to ensure that all the science standards are taught. Classroom teachers plan and co-teach with the Science Lab teacher in the Science Lab where they carry-out experiments.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The strategies implemented at Durrance for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Many of these activities are done in our Science Lab, with a certified teacher that plans and co-teaches.

School Improvement Goals


The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework. 1a

G040003

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Hispanic	60.0
AMO Reading - ELL	59.0
AMO Reading - ED	65.0
AMO Math - Hispanic	65.0
AMO Math - ELL	65.0
AMO Math - ED	67.0

Resources Available to Support the Goal 2

- Learning Sciences International (LSI) Consultant
- Principal and Assistant Principal trained in the revised Instructional Framework
- Resource Teachers trained in the revised Instructional Framework
- Reading Coach provides training in the revised Instructional Framework
- Resource Teachers trained in the deconstructing the Florida Standards

Targeted Barriers to Achieving the Goal 3

- Need to understand the new Florida Standards
- Need to understand the revised Marzano's Instructional Framework
- Need to understand the new Florida Standard Assessment

Plan to Monitor Progress Toward G1. 8

Unit Plans, PLC notes, classroom observations, benchmark, mini-assessment, classroom summative assessments, Deliberate Practice Plans, EOC and FSA data

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher understanding and implementation of the revised Instructional Framework and the Florida Standards will result in an increase in student achievement.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework. **1**

 G040003

G1.B1 Need to understand the new Florida Standards **2**

 B096618

G1.B1.S1 New Florida Standards need to be deconstructed **4**

 S107846

Strategy Rationale

Teachers need to understand the new Florida Standards and the level of rigor that must be taught.

Action Step 1 **5**

Grade-level teams met with CRT, Reading and Math Coach during the Summer to deconstruct the Florida Standards.

Person Responsible

Schedule

Weekly, from 7/28/2014 to 5/25/2015

Evidence of Completion

Unit Plans, Data Meetings,

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Revising Unit Plans, Classroom Walthroughs

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Unit Plans, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

In data meetings, PLCs, and in lesson plans, coaches and administrators will monitor that the deconstructed standards are bein used

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/18/2014 to 5/25/2015

Evidence of Completion

PLC notes, Mini-assessments data, Benchmark Data, Classroom Summative Data, i-Ready Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

LSI Consultant, coaches, and administrators will monitor how students are performing.

Person Responsible

Mark Charlton


Schedule

Daily, from 8/18/2014 to 5/25/2015


Evidence of Completion

Student samples, analyzing the results of mini-assessments, benchmarks, classroom summative assessments, classroom observations

G1.B2 Need to understand the revised Marzano's Instructional Framework **2**

 B096619

G1.B2.S1 Teachers need to understand the revised Instructional Framework **4**

 S107847

Strategy Rationale

Some elements were revised and require more rigor to match the Florida Standards

Action Step 1 **5**

Reading Coach and Principal will provide Professional Development to entire faculty on the revised Instructional Framework.

Person Responsible

Mark Charlton

Schedule

Weekly, from 9/21/2014 to 5/25/2015

Evidence of Completion

Sign-in Sheet and presentation

Action Step 2 **5**

Reading Coach assists teachers with the revised Instructional Framework during planning sessions.

Person Responsible

Schedule

Daily, from 8/18/2014 to 5/25/2015

Evidence of Completion

Classroom observations, Unit Plans, PLC notes,

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walk throughs, informal observations, PLCs, Data meetings, Unit Plans,

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Through classroom observations, LSI consultant, coaches, and admin will monitor for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walkthroughs, informal observations, PLCs, Data meetings, Unit Plans, benchmark and mini-assessments data

Person Responsible

Mark Charlton


Schedule

Weekly, from 8/18/2014 to 5/25/2015


Evidence of Completion

Through classroom observations, LSI consultant, coaches, and admin will monitor for effectiveness of the implementation of the revised Instructional Framework. Also, through the students' performance on benchmarks, mini-assessments, classroom summative assessments, we will be able to determine the effectiveness. If we notice that the students are not moving forward, we will provide more intensive training including the level of rigor.

G1.B3 Need to understand the new Florida Standard Assessment **2**

 B096620

G1.B3.S1 Florida Standard Assessment includes different response mechanisms. **4**

 S107848

Strategy Rationale

Florida Standard Assessment include items in which students must respond in multiple ways, including creating graphs, writing short responses and using other interactive features. The various question types are designed to assess higher-order thinking skills and offer exciting new ways for students to show what they know and can do.

Action Step 1 **5**

Teachers need to create assessments that correlate to the FSA response mechanisms

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Assessments with different response mechanisms

Action Step 2 **5**

Develop Mini-assessments for ELA and Math

Person Responsible

Mark Charlton

Schedule

Weekly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Repository of ELA and Math Mini-assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Instructional Focus Calendar developed and mini-assessments will be given in ELA and Math biweekly

Person Responsible

Mark Charlton

Schedule

Biweekly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Instructional Focus Calendar, ELA and Math Mini-assessments data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data analysis from Benchmarks, and Mini-assessments

Person Responsible

Mark Charlton

Schedule

Biweekly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Student performance on benchmark, mini-assessments, and FSA

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Grade-level teams met with CRT, Reading and Math Coach during the Summer to deconstruct the Florida Standards.		7/28/2014	Unit Plans, Data Meetings,	5/25/2015 weekly
G1.B2.S1.A1	Reading Coach and Principal will provide Professional Development to entire faculty on the revised Instructional Framework.	Charlton, Mark	9/21/2014	Sign-in Sheet and presentation	5/25/2015 weekly
G1.B3.S1.A1	Teachers need to create assessments that correlate to the FSA response mechanisms	Charlton, Mark	8/18/2014	Assessments with different response mechanisms	5/25/2015 weekly
G1.B2.S1.A2	Reading Coach assists teachers with the revised Instructional Framework during planning sessions.		8/18/2014	Classroom observations, Unit Plans, PLC notes,	5/25/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2	Develop Mini-assessments for ELA and Math	Charlton, Mark	8/18/2014	Repository of ELA and Math Mini-assessments	5/25/2015 weekly
G1.MA1	Unit Plans, PLC notes, classroom observations, benchmark, mini-assessment, classroom summative assessments, Deliberate Practice Plans, EOC and FSA data	Charlton, Mark	8/18/2014	Teacher understanding and implementation of the revised Instructional Framework and the Florida Standards will result in an increase in student achievement.	6/5/2015 weekly
G1.B1.S1.MA1	LSI Consultant, coaches, and administrators will monitor how students are performing.	Charlton, Mark	8/18/2014	Student samples, analyzing the results of mini-assessments, benchmarks, classroom summative assessments, classroom observations	5/25/2015 daily
G1.B1.S1.MA1	Revising Unit Plans, Classroom Walkthroughs	Charlton, Mark	8/18/2014	Unit Plans, classroom observations	5/25/2015 weekly
G1.B1.S1.MA3	In data meetings, PLCs, and in lesson plans, coaches and administrators will monitor that the deconstructed standards are being used	Charlton, Mark	8/18/2014	PLC notes, Mini-assessments data, Benchmark Data, Classroom Summative Data, i-Ready Reports	5/25/2015 weekly
G1.B2.S1.MA1	Classroom walkthroughs, informal observations, PLCs, Data meetings, Unit Plans, benchmark and mini-assessments data	Charlton, Mark	8/18/2014	Through classroom observations, LSI consultant, coaches, and admin will monitor for effectiveness of the implementation of the revised Instructional Framework. Also, through the students' performance on benchmarks, mini-assessments, classroom summative assessments, we will be able to determine the effectiveness. If we notice that the students are not moving forward, we will provide more intensive training including the level of rigor.	5/25/2015 weekly
G1.B2.S1.MA1	Classroom walk throughs, informal observations, PLCs, Data meetings, Unit Plans,	Charlton, Mark	8/18/2014	Through classroom observations, LSI consultant, coaches, and admin will monitor for fidelity of implementation.	5/25/2015 weekly
G1.B3.S1.MA1	Data analysis from Benchmarks, and Mini-assessments	Charlton, Mark	8/18/2014	Student performance on benchmark, mini-assessments, and FSA	5/25/2015 biweekly
G1.B3.S1.MA1	Instructional Focus Calendar developed and mini-assessments will be given in ELA and Math biweekly	Charlton, Mark	8/18/2014	Instructional Focus Calendar, ELA and Math Mini-assessments data	5/25/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework.

G1.B1 Need to understand the new Florida Standards

G1.B1.S1 New Florida Standards need to be deconstructed

PD Opportunity 1

Grade-level teams met with CRT, Reading and Math Coach during the Summer to deconstruct the Florida Standards.

Facilitator

Reading and Math Coach will continue meeting with grade-level teams deconstructing the Florida Standards weekly.

Participants

Grade-level teams, Reading Coach, Math Coach, Principal, Assistant Principal, CRT, Resource Teachers

Schedule

Weekly, from 7/28/2014 to 5/25/2015

G1.B2 Need to understand the revised Marzano's Instructional Framework

G1.B2.S1 Teachers need to understand the revised Instructional Framework

PD Opportunity 1

Reading Coach and Principal will provide Professional Development to entire faculty on the revised Instructional Framework.

Facilitator

Reading Coach and Principal

Participants

Entire Faculty

Schedule

Weekly, from 9/21/2014 to 5/25/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework.

G1.B2 Need to understand the revised Marzano's Instructional Framework

G1.B2.S1 Teachers need to understand the revised Instructional Framework

PD Opportunity 1

Reading Coach assists teachers with the revised Instructional Framework during planning sessions.

Facilitator

Reading Coach

Participants

Faculty

Schedule

Daily, from 8/18/2014 to 5/25/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0