

# Durbin Creek Elementary School



2015-16 School Improvement Plan

# Durbin Creek Elementary School

4100 RACE TRACK RD, Saint Johns, FL 32259

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

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	12%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	21%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

## 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

Durbin Creek Elementary School will promote a positive educational environment conducive to learning. We will promote respect, caring and a sense of community. Durbin Creek Elementary will develop an atmosphere where students develop a strong desire to learn, excel, and develop excellent character.

#### School Environment

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

All parents are given the opportunity to provide input about their child through parent input forms. By the middle of September 2016 all teachers will have conducted an intake conference with every parent of a student in their class. In addition, at the end of September all parents are invited to attend a grade level curriculum chat. Our school focuses on building relationships through Family Night Out events that involves teachers, parents, students and community members.

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

Durbin Creek staff and students are trained in the 6 Pillars of Character Counts and The Leader In Me by Stephen Covey to promote an atmosphere of mutual respect and a positive school culture. To ensure safety of our students, transitions times are supervised by adult staff in all parts of the building. Parents are required to sign in at the front office prior to entering the building. This increases the feeling of safety and security around the school campus.

##### **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**

DCE has clear behavioral expectations based on the Student Code of Conduct, Character Counts and The Seven Habits of Highly Effective Students by Stephen Covey. Rules and expectations are clearly communicated to students and parents through the Student Handbook and reinforced by all classroom teachers.

##### **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**

The Guidance Counselor meets with students who have social-emotional needs. Banana Splits group focuses on dealing with divorce, Cub Clubs focuses on our students with deployed parent(s), and Jelly Beans helps students with building social skills or other areas as needed. Teachers develop a relationship of caring with all their students and families through conferencing and consistent communication.



## 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**

Our goal at Durbin Creek is to make 100% of our parents feel welcome and part of our school. This will be accomplished through Intake Conferences, Curriculum Chats, school-wide family events, PTO meetings, SAC meetings, Parent/Teacher Conferences, volunteer opportunities and frequent communication through our biweekly newsletters regarding school happenings.

**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**

Durbin Creek utilizes Partners in Learning to support school and classroom initiatives. Partners in Learning provides support in the form of monetary donations, services and support. Durbin Creek is extremely fortunate to have many volunteers who assist our staff and teachers. Family Night Out events throughout the school year that focuses on bringing parents and students together for the purpose of building community and familial relationships.

## 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:

Name	Title
Sparks, Jennifer	Instructional Coach
McMandon, Sandra	Principal
Labaw, Renee	Guidance Counselor
Ponce, Christopher	Other
Miller, Kimberly	Assistant Principal

#### Duties

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

They are charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support and communication. This team also focuses on facilities management including safety and security as well as general maintenance and up keep.

**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**

- Provide vision for both academic and behavioral success
  - Plans, implements and monitors the progress of school improvement
  - Implements Response to Intervention as a school-wide method of raising student achievement outcomes through data review and problem-solving
  - Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures
  - Meeting frequency - weekly
- Federal, state, and local funds are used to supplement core instruction targeting our struggling students. Funds are also used to provide staff development opportunities for our teachers. All training and instruction directly correlate to goals established in our School Improvement Plan.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Sandra McMandon	Principal
Katrina Stanton	Teacher
Valerie Painter	Teacher
Nena Thomas	Teacher
Dorinda Bowen	Teacher
Brooke Paget	Teacher
Robin Zuckerman	Parent
Karen Johnson	Parent
Ann Nguyen	Business/Community
Tiffany Adam	Parent
Terryl Speer	Parent
Ashley Schaefer	Parent
Perry Waag	Parent
Sheila Caballero	Parent
Jan Phillips	Education Support Employee
Akina Butler	Student
Lorrie Cosgrove	Education Support Employee
Kadie Wheeler	Teacher
Brooke Reynolds	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's plan was a compilation of input from all stakeholders associated with Durbin Creek Elementary.

*Development of this school improvement plan*

All DCE teachers are members of at least one SAC Sub-Committee. Sub-Committees meet throughout the school year to discuss and problem solve. Sub-Committee chairs then report to the SAC at monthly meetings to share their ideas with SAC. Sub-Committees gave input at the last SAC meeting at the end of last year to prepare for this year.

*Preparation of the school's annual budget and plan*

The SAC-Committee gives input to the School Leadership Team to be included in Durbin Creek's Annual Budget and plan.

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

Any funds allocated will be utilized to enhance classroom instruction through purchase of materials and staff training.

**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:**

Name	Title
McMandon, Sandra	Principal
Labaw, Renee	Guidance Counselor
Sparks, Jennifer	Instructional Coach
Miller, Kimberly	Assistant Principal
Castronova, Alyssa	Psychologist
Mansilla, Patricia	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

Providing support and resources to effectively implement the 90 minute reading block, iii, Guided Reading instruction, and Common Core Standards integration, as well as problem solve to positively impact student achievement as it pertains to Tier I instruction.

**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**

Early Release Wednesdays provide opportunities for teams to meet 2 weeks/month. In addition, WOW Wednesdays allow a different grade level team to meet with the LLT to review current data and ensure all students' needs are being met. Grade Level Teams have common planning time and are geographically located by peers in the same grade.

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

Durbin Creek only hires high quality teachers through careful examination of teacher candidates as well as a round table approach to interviews. In addition, Durbin Creek will continue to provide ongoing professional development opportunities to support growth and retention of highly effective teachers.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers are assigned a veteran teacher to mentor them throughout the school year. New teachers meet monthly to train in the programs used at Durbin Creek and are supported by the ILC for other needs.

## 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***

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve

curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

### 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**

Durbin Creek Elementary uses data to assess student learning and achievement to ensure all students are successful. The MTSS team meets weekly to review student performance using Formative Assessments, Discovery Education, classroom data, and other forms of progress monitoring information. Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform classroom planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. Teachers meet with administration to discuss and review current data and to plan for future instruction.

**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:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

### 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**

Local area early childhood programs visit DCE campus to acclimate themselves with our Kindergarten classes to ensure a comfortable transition to elementary school. Durbin Creek utilizes a staggered start for our Kindergarten students, whereby, 3-5 students attend class each of the first four days of school. This allows our teachers to more effectively transition students entering elementary school for the first time.

#### 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**

NA

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

NA

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

NA

**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**

NA

## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Durbin Creek teachers and staff will engage our students in writing instruction across all content areas to increase student proficiency in all areas associated with the writing process. This includes responding to complex text using explanatory, informative, narrative, opinion and argumentative types of writing.
- G2.** Durbin Creek teachers and staff will utilize the Math Formative Assessment System to develop processes and proficiencies in the area of mathematics for their students.
- G3.** Durbin Creek will identify our ESE and Lowest 25% student population in order to provide intensive, high yield instructional strategies to increase achievement.

## 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.** Durbin Creek teachers and staff will engage our students in writing instruction across all content areas to increase student proficiency in all areas associated with the writing process. This includes responding to complex text using explanatory, informative, narrative, opinion and argumentative types of writing. 1a

G068963

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	75.0

**Resources Available to Support the Goal** 2

- ILC
- Administration
- District Level Personnel
- School based teachers and staff
- Being A Writer (Collaborative Classroom PD)

**Targeted Barriers to Achieving the Goal** 3

- Sustained time frames to collaborate with peers and effectively acquire skills and knowledge needed to increase achievement.

**Plan to Monitor Progress Toward G1.** 8

Authentic student produced writing samples

**Person Responsible**

Jennifer Sparks

**Schedule**

Quarterly, from 8/12/2015 to 5/25/2016

**Evidence of Completion**

Student writing data based on FSA Writing Rubric, work samples (BAW)



**G2.** Durbin Creek teachers and staff will utilize the Math Formative Assessment System to develop processes and proficiencies in the area of mathematics for their students. 1a

G068964

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	87.0

**Resources Available to Support the Goal** 2

- ILC
- Administrators
- District Level Personnel
- School based staff

**Targeted Barriers to Achieving the Goal** 3

- Sustained time for teachers to collaborate and plan for common assessments, targeted instructional strategies, and planning for flexible grouping.

**Plan to Monitor Progress Toward G2.** 8

Staff will implement teacher/student conferences to decide if progress towards goals is satisfactory.

**Person Responsible**

Sandra McMandon

**Schedule**

Quarterly, from 8/12/2015 to 5/25/2016

**Evidence of Completion**

Data Notebooks

**G3.** Durbin Creek will identify our ESE and Lowest 25% student population in order to provide intensive, high yield instructional strategies to increase achievement. 1a

G068965

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - SWD	69.0

**Resources Available to Support the Goal** 2

- ESE staff
- General Education staff
- ILC
- Administration
- Targeted staff development in the area of high yield strategies
- research based intervention materials

**Targeted Barriers to Achieving the Goal** 3

- ESE staff

**Plan to Monitor Progress Toward G3.** 8

Ongoing progress monitoring will be used to decide if high yield instructional strategies were effective.

**Person Responsible**

Sandra McMandon

**Schedule**

Quarterly, from 8/12/2015 to 5/25/2016

**Evidence of Completion**

Data from informal and formal assessments, classwork data

## 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.** Durbin Creek teachers and staff will engage our students in writing instruction across all content areas to increase student proficiency in all areas associated with the writing process. This includes responding to complex text using explanatory, informative, narrative, opinion and argumentative types of writing. **1**

 G068963

**G1.B1** Sustained time frames to collaborate with peers and effectively acquire skills and knowledge needed to increase achievement. **2**

 B179256

**G1.B1.S1** Staff development calendar and agendas from trainings to reflect ongoing targeted professional development. **4**

 S190597

### Strategy Rationale

By utilizing calendar and agendas this will allow Administration and ILC to set aside specific Professional Development time and maintain focus on our goals.

### Action Step 1 **5**

Flexible Scheduling within the school day to allow teams to meet more frequently and for sustained periods of time. This is to include all early release Wednesdays.

#### Person Responsible

Sandra McMandon

#### Schedule

Weekly, from 8/12/2015 to 5/25/2016

#### Evidence of Completion

Minutes and Agendas

**Action Step 2** 5

Purchase of Being A Writer Program for Grades 3-5

**Person Responsible**

Sandra McMandon

**Schedule**

On 5/25/2016

**Evidence of Completion**

Teacher kits

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

Professional Development opportunities

**Person Responsible**

Jennifer Sparks

**Schedule**

Weekly, from 8/12/2015 to 5/25/2016

**Evidence of Completion**

Minutes, Agendas and sign-in sheets from Professional Development opportunities.

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

Walkthroughs, informal and formal observations.

**Person Responsible**

Sandra McMandon

**Schedule**

Weekly, from 8/12/2015 to 5/25/2016

**Evidence of Completion**

Artifacts and strategies from Professional Development being used in the classroom.

**G2.** Durbin Creek teachers and staff will utilize the Math Formative Assessment System to develop processes and proficiencies in the area of mathematics for their students. 1

G068964

**G2.B1** Sustained time for teachers to collaborate and plan for common assessments, targeted instructional strategies, and planning for flexible grouping. 2

B179257

**G2.B1.S1** Grade levels have completed an Implementation Plan which details time frames for collaboration, planning, and flexible grouping. 4

S190598

### Strategy Rationale

Implementation Plans by grade levels outline specific dedicated time frames for application of the components associated with MFAS.

### Action Step 1 5

Targeted professional development on the Math Formative Assessment System.

#### Person Responsible

Jennifer Sparks

#### Schedule

Monthly, from 8/5/2015 to 5/25/2016

#### Evidence of Completion

Minutes, walk throughs and observations

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ongoing and continued Professional Development and feedback regarding the Math Formative Assessment System.

#### Person Responsible

Jennifer Sparks

#### Schedule

Monthly, from 8/5/2015 to 5/25/2016

#### Evidence of Completion

Data from MFAS Tasks, Discovery Ed, and FSA

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Data Notebooks will be utilized by students and teachers to track student progress and develop goals

**Person Responsible**

Jennifer Sparks

**Schedule**

Monthly, from 8/5/2015 to 5/25/2016

**Evidence of Completion**

Anchor charts, MFAS Tasks, walk throughs, informal/formal observations

**G3.** Durbin Creek will identify our ESE and Lowest 25% student population in order to provide intensive, high yield instructional strategies to increase achievement. 1

G068965

**G3.B1** ESE staff 2

B179259

**G3.B1.S1** ESE staff will be trained in the use of high yield instructional strategies to increase student achievement. ESE staff will work in a coaching cycle led by the ILC. 4

S190599

**Strategy Rationale**

By training ESE staff in the use of high yield strategies, they will be able to effectively instruct students to meet individual needs. The high yield strategies are researched based and produce high gains in student achievement.

**Action Step 1** 5

All staff will be provided remedial intensive training in the Nine High Yield Instructional Strategies for student achievement.

**Person Responsible**

Jennifer Sparks

**Schedule**

Every 2 Months, from 8/5/2015 to 5/25/2016

**Evidence of Completion**

Agendas from trainings, implementation of high yield strategies as evidenced in observations

**Action Step 2** 5

ESE staff will work in a coaching cycle with the ILC targeting specific instructional strategies based upon student IEP goals.

**Person Responsible**

Jennifer Sparks

**Schedule**

Biweekly, from 8/19/2015 to 5/25/2016

***Evidence of Completion***

Meeting logs, planning sheets, observations, student achievement data

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Attendance at staff development meetings and agendas will be used to monitor the strategy.

**Person Responsible**

Jennifer Sparks

**Schedule**

Every 2 Months, from 8/5/2015 to 5/25/2016

***Evidence of Completion***

sign in sheets, observations documenting use of high yield instructional strategies

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Attendance and participation of coaching cycle sessions

**Person Responsible**

Jennifer Sparks

**Schedule**

Biweekly, from 8/19/2015 to 5/25/2016

***Evidence of Completion***

sign in sheets, meeting logs, plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Lesson plans will be monitored for use of high yield instructional strategies. In addition, student data will be analyzed to determine the effectiveness of high yield strategies.

**Person Responsible**

Sandra McMandon

**Schedule**

Quarterly, from 8/12/2015 to 5/25/2016

**Evidence of Completion**

Documentation of use regarding high yield strategies, student data including formal and informal assessments

**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	Flexible Scheduling within the school day to allow teams to meet more frequently and for sustained periods of time. This is to include all early release Wednesdays.	McMandon, Sandra	8/12/2015	Minutes and Agendas	5/25/2016 weekly
G2.B1.S1.A1	Targeted professional development on the Math Formative Assessment System.	Sparks, Jennifer	8/5/2015	Minutes, walk throughs and observations	5/25/2016 monthly
G3.B1.S1.A1	All staff will be provided remedial intensive training in the Nine High Yield Instructional Strategies for student achievement.	Sparks, Jennifer	8/5/2015	Agendas from trainings, implementation of high yield strategies as evidenced in observations	5/25/2016 every-2-months
G1.B1.S1.A2	Purchase of Being A Writer Program for Grades 3-5	McMandon, Sandra	8/5/2015	Teacher kits	5/25/2016 one-time
G3.B1.S1.A2	ESE staff will work in a coaching cycle with the ILC targeting specific instructional strategies based upon student IEP goals.	Sparks, Jennifer	8/19/2015	Meeting logs, planning sheets, observations, student achievement data	5/25/2016 biweekly
G1.MA1	Authentic student produced writing samples	Sparks, Jennifer	8/12/2015	Student writing data based on FSA Writing Rubric, work samples (BAW)	5/25/2016 quarterly
G1.B1.S1.MA1	Walkthroughs, informal and formal observations.	McMandon, Sandra	8/12/2015	Artifacts and strategies from Professional Development being used in the classroom.	5/25/2016 weekly
G1.B1.S1.MA1	Professional Development opportunities	Sparks, Jennifer	8/12/2015	Minutes, Agendas and sign-in sheets from Professional Development opportunities.	5/25/2016 weekly
G2.MA1	Staff will implement teacher/student conferences to decide if progress towards goals is satisfactory.	McMandon, Sandra	8/12/2015	Data Notebooks	5/25/2016 quarterly
G2.B1.S1.MA1	Data Notebooks will be utilized by students and teachers to track student progress and develop goals	Sparks, Jennifer	8/5/2015	Anchor charts, MFAS Tasks, walk throughs, informal/formal observations	5/25/2016 monthly
G2.B1.S1.MA1	Ongoing and continued Professional Development and feedback regarding	Sparks, Jennifer	8/5/2015	Data from MFAS Tasks, Discovery Ed, and FSA	5/25/2016 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	the Math Formative Assessment System.				
G3.MA1	Ongoing progress monitoring will be used to decide if high yield instructional strategies were effective.	McMandon, Sandra	8/12/2015	Data from informal and formal assessments, classwork data	5/25/2016 quarterly
G3.B1.S1.MA1	Lesson plans will be monitored for use of high yield instructional strategies. In addition, student data will be analyzed to determine the effectiveness of high yield strategies.	McMandon, Sandra	8/12/2015	Documentation of use regarding high yield strategies, student data including formal and informal assessments	5/25/2016 quarterly
G3.B1.S1.MA1	Attendance at staff development meetings and agendas will be used to monitor the strategy.	Sparks, Jennifer	8/5/2015	sign in sheets, observations documenting use of high yield instructional strategies	5/25/2016 every-2-months
G3.B1.S1.MA3	Attendance and participation of coaching cycle sessions	Sparks, Jennifer	8/19/2015	sign in sheets, meeting logs, plans	5/25/2016 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.** Durbin Creek teachers and staff will engage our students in writing instruction across all content areas to increase student proficiency in all areas associated with the writing process. This includes responding to complex text using explanatory, informative, narrative, opinion and argumentative types of writing.

**G1.B1** Sustained time frames to collaborate with peers and effectively acquire skills and knowledge needed to increase achievement.

**G1.B1.S1** Staff development calendar and agendas from trainings to reflect ongoing targeted professional development.

### **PD Opportunity 1**

Flexible Scheduling within the school day to allow teams to meet more frequently and for sustained periods of time. This is to include all early release Wednesdays.

#### **Facilitator**

Jennifer Sparks, ILC

#### **Participants**

All faculty and staff

#### **Schedule**

Weekly, from 8/12/2015 to 5/25/2016

**G2.** Durbin Creek teachers and staff will utilize the Math Formative Assessment System to develop processes and proficiencies in the area of mathematics for their students.

**G2.B1** Sustained time for teachers to collaborate and plan for common assessments, targeted instructional strategies, and planning for flexible grouping.

**G2.B1.S1** Grade levels have completed an Implementation Plan which details time frames for collaboration, planning, and flexible grouping.

### **PD Opportunity 1**

Targeted professional development on the Math Formative Assessment System.

#### **Facilitator**

ILC, Administrators, District Level Personnel, Durbin Creek Staff

#### **Participants**

Durbin Creek Teachers and Staff

#### **Schedule**

Monthly, from 8/5/2015 to 5/25/2016

**G3.** Durbin Creek will identify our ESE and Lowest 25% student population in order to provide intensive, high yield instructional strategies to increase achievement.

### **G3.B1** ESE staff

**G3.B1.S1** ESE staff will be trained in the use of high yield instructional strategies to increase student achievement. ESE staff will work in a coaching cycle led by the ILC.

### **PD Opportunity 1**

All staff will be provided remedial intensive training in the Nine High Yield Instructional Strategies for student achievement.

#### **Facilitator**

ILC, Administration

#### **Participants**

ESE staff

#### **Schedule**

Every 2 Months, from 8/5/2015 to 5/25/2016

**PD Opportunity 2**

ESE staff will work in a coaching cycle with the ILC targeting specific instructional strategies based upon student IEP goals.

**Facilitator**

ILC

**Participants**

ESE Staff

**Schedule**

Biweekly, from 8/19/2015 to 5/25/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Flexible Scheduling within the school day to allow teams to meet more frequently and for sustained periods of time. This is to include all early release Wednesdays.				\$0.00
2	G1.B1.S1.A2	Purchase of Being A Writer Program for Grades 3-5				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0441 - Durbin Creek Elementary School	Other		\$12,500.00
3	G2.B1.S1.A1	Targeted professional development on the Math Formative Assessment System.				\$0.00
4	G3.B1.S1.A1	All staff will be provided remedial intensive training in the Nine High Yield Instructional Strategies for student achievement.				\$0.00
5	G3.B1.S1.A2	ESE staff will work in a coaching cycle with the ILC targeting specific instructional strategies based upon student IEP goals.				\$0.00
					<b>Total:</b>	<b>\$12,500.00</b>