Louis S. Sheffield Elementary School

2015-16 School Improvement Plan

Louis S. Sheffield Elementary School

13333 LANIER RD, Jacksonville, FL 32226

http://www.duvalschools.org/sheffield

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	No	41%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	39%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	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 Duval County School Board on 12/7/2015.

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.

Table of Contents

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	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sheffield Elementary School's mission is to provide educational excellence at our school, in every classroom,
for every student, every day.

Provide the school's vision statement

Sheffield Elementary School's vision is: A community working together to inspire and prepare all students for success in college or a career and in life.

School Environment

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

When parents register children to attend Sheffield Elementary, the parent fills out a registration form with
important information for the teacher and school to know. During the first week of school,all teachers have lessons which center around getting to know the children and the children learning the rituals and routines for all activities and transitions throughout the school day. When a new student arrives to a new class, the
teacher assigns a buddy to help the new student learn the rituals and routines of the classroom. Our school counselor establishes lunch buddies for each lunch time, to help build relationships with students who may be having social issues with school. Sheffield has an active PTA and SAC committees
which build relationships with parents and the community. There are numerous activities throughout the year in which the community and school partner together including dances, movie nights, the fall festival, and more. These activities strengthen the bond between the school and the family. Parents and teachers use the planner, email and parent/teacher conferences to communicate back and forth regarding our children.

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

Each classroom establishes classroom rules and teachers use CHAMPS for all activities and transitions. During a.m. and p.m. dismissal, teachers, staff and safety patrols are on campus to assist all children in reaching classrooms or areas for dismissal. Children are always accompanied by an adult when moving as a classroom. When children go to the restroom or office, children always walk in pairs. Foundations plans are used for cafeteria and assemblies as well as hallways. All visitors must report to the main office and only adults with a Sheffield visitors pass are allowed in the building. Personnel are at the entrance each morning to assure that safety comes first in the building. All classrooms use a behavior management system in which positive behavior is rewarded and reinforced. This creates a sense of mutual respect and value between the adults and the students. We use the Gallup survey to assess and address the needs and focus areas at Louis Sheffield.

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

Sheffield Elementary uses the Foundation system with CHAMPS as the protocol for behavior in all classrooms. The CHAMPS system is integral for setting clear and concise behavioral expectations for our students for all activities. The overwhelming majority of potential behavior disruptions are avoided by implementing the CHAMPS system with fidelity.Each teacher establishes classroom rules and rituals and procedures. A behavior clip chart is used in each classroom to monitor behavior. All children start on "Ready to Learn" each day and move up or down the chart depending on their individual behavior. Teachers reward daily in various ways for good behavior. Teacher lesson plans are designed for utmost student engagement which cuts down on off task behavior. Sheffield Elementary School has established a school wide classroom referral and moderate/severe referral which has been voted on by entire staff. Teachers handle the classroom and moderate infractions while the severe infractions go to administration. Depending on the classroom or moderate infraction various consequences may be used which include, time out, call to parents, note to parents, parent conference, detention or time out in another classroom. Severe infraction consequences include time out, parent contact, parent conference, detention, in-school suspension and suspension. Sheffield Elementary will implement and follow the District's Code of Conduct.

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

Sheffield Elementary has a full time school counselor. The school counselor makes classroom visits, has lunch buddy groups, as well as parent contact and teacher referrals. When a child is in need the school counselor
assists the child and parent. Sheffield is fortunate to also have a Military Liaison who is at the school 3 days a week to assist with military family needs. With Behavior Support students on site, the school has a site coach
who assists with the needs of our behavior support children. Classrooms use the Second Step curriculum which is a violence prevention program that teaches students social skills such as empathy and conflict resolution.

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

Through the use of Positive Behavior Intervention Strategies (PBIS) and the Foundations team, discipline data is reviewed, disaggregated, and analyzed monthly to determine trends. From this work, action plans are created to address the identified needs. The Attendance Intervention Team (AIT) meets monthly to review attendance data and develop action plans and truancy contracts for applicable students. Through quarterly data chats and student assessments, data is analyzed to determine at-risk students. Staff is trained on Early Warning indicators specific to behavior concerns, abuse, bullying, and crisis or emergency regarding children. This process includes specific protocols regarding what to do in the case of an identified concern.

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
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	13	9	9	5	6	5	47
One or more suspensions	1	3	5	2	6	2	19
Course failure in ELA or Math	10	2	2	5	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	**1**	**2**	**3**	**5**	
Students exhibiting two or more indicators	5	1	2	1	1	10

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

All intervention strategies used to improve academic performance: gradual release of responsibility lesson plan model, differentiated center activities,thinking maps, small group instruction, one to one direct instruction, technology programs such as achieve 3000, i-Ready, write to learn, GIZMO, guided reading, close reading, word families, flash cards (addition/subtraction/multiplication/division),, Barton curriculum. Lunch Bunch meetings with the school counselor, RtI, MRT, and award necklaces each nine weeks.

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

To increase parent involvement by 10% at Sheffield Elementary. Increase the number of parents in PTA, SAC, and volunteer programs at the school by 10%.

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

Sheffield Elementary has active PTA and SAC committees which help secure various faith based institutions and private businesses to help our school with resources. Sometimes the resources are in the form of supplies and other times it can be in volunteer hours to help in classrooms. During Orientation, Open House, and Science Night various businesses contact administration and volunteer their help to the school. Once the partnership with private or faith based institutions has been initiated, leadership works to maintain regular communication between the school and the institution. Thank you

notes and school updates are given to make sure the institution understands how their investment has impacted the school. This increases the likelihood of the partnership continuing.

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
DeLay, Cassandra	Principal
Harris, Meshell	Assistant Principal
Godbolt, Jared	Instructional Coach
brown, Virginia	Guidance Counselor
Wagner, Albert	Assistant Principal
Anderson, Sheryl	Other

Duties

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

Cassandra DeLay, Principal –
-Plans, develops and supervises the instructional programs of the school.
-Support facilitation during professional development and common planning in Reading
-Monitor Student Academic and Behavior Progress
-Master Scheduling
-Create, Implement and Facilitate PTA, SAC, SIP, SDMT, Administration and Leadership Team
-Attend all ELA common planning sessions and monitor reading and writing instruction across the school.
-Monitors progress of committees and ensures that their work aligns with school goals
-Oversees office staff
-Monitor and analyze data to determine effectiveness of instruction and identify areas for professional development.
-Supervise employees including assigning and directing work, interviewing, evaluating performance, discipline and resolving issues.
-Approves and maintains the school budget.
-Handles HR/staffing issues.
-Conduct Focus Walks
-Analyze and Disaggregate Data
-Facilitate the development of school culture
-CAST (Kindergarten, 4th, VE, and Behavior Support)
-Responsible for ensuring that all CAST observations are completed on-time and follow protocol
-Operations and Management
-Master Calendar
-Weekly Newsletter
Meshell Harris, Assistant Principal –
-Serve as an instructional leader by monitoring implementation of instruction and professional development through classroom visitations, grade level meetings, and common planning.
-Support Facilitation for Common Planning and Professional Development for Math
-Keep School Data Notebook

-Daily Administration Meetings
-Conduct Focus Walks
-Monitor Student Academic and Behavior Progress
-Leadership and SAC
-Analyze and Disaggregate Data
-Paraprofessionals
-CAST (2nd, 3rd, and Paraprofessionals)
-Test Coordinator
-Safe School Plan
-Foundations Team and PBIS
-Student Discipline (Kindergarten, 3rd, and 4th)
-SAC Liaison
-Co-instructional materials manager (with media specialist)
-SIP
-Volunteer Liaison
-Most Valuable Student (Monthly)
-Daily Cafeteria Check
-Oversee Interns and New Teachers
-Custodial Report Card
-Awards
-Building/Operations
Albert Wagner, Assistant Principal –
-Serve as an instructional leader by monitoring implementation of instruction and professional
development through classroom visitations, grade level meetings, and common planning.
-Support Facilitation for Common Planning and Professional Development for Writing and Science
-Daily Administration Meetings
-Monitor Student Academic and Behavior Progress
-Leadership, PTA and Business Partners
-Conduct Focus Walks
-Analyze and Disaggregate Data
-Facilitate the development of school culture
-CAST (1st, 5th, and Resource)
-Professional Development Notebook
-Safe School Plan
-Oversee Monthly Fire Drills/Maintain Accurate Records
-Student Discipline (1st, 2nd, and 5th)
-SIP
-Bus Coordinator
-Caught Being Good (Monthly)
-Daily Cafeteria Check
-School Choice Theme
-UOPD
-Cafeteria Report Card
-Awards
-Monitor ESE Classroom Support
-Attend Special Education staffing, IEP meetings, MRT, facilitate RtI meetings and/or serve as LEA
as needed.
-FOCUS/Scheduling
Jared Godbolt, Instructional Reading Coach –
-Administration Team and SIP
-Develop and Facilitate Professional Development
-Assist Teachers with Implementation of Best Practices
-Model, Co-Teach and Provide Feedback for Improvement

-Maintain accurate records and coaching logs
-Support facilitation during professional development and common planning in Reading
-Analyze and Disaggregate Data
-Daily Administration Meetings
-Periodic needs assessments and surveys
Virginia Brown, School Counselor –
-Provide In Class Counseling to KG – 5th Grade throughout the year
-Oversees MRT/IEP Schedule and attends as school's liaison
-Monitor and Maintain 504 Plans
-Small Group and Individual Counseling
-SIP
-Assists Teachers in Developing Academic and Behavior Plans
-Oversees RtI and Implementation
-Chairperson for Character Education
-Plan and Facilitate all AIT Meetings (Attendance Intervention Team)
-Career Fair
-Student Lunch Bunch
-Military Liaison Contact
-Monitors the improvement of the top 10 attendance offenders
Sheryl Anderson, Site Coach -
-Administrative Team and SIP
-Develop and Facilitate PD for Behavior Support Teachers
-Liaison between School and Regional Office
-Maintain Data Notebook for Behavior Support Department
-Monitor Student Academic and Behavior Progress
-Oversee IEPs for all behavior support students
-Schedule and Facilitate IEP Meetings for all behavior support students

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

Grade level Collaborative Problem Solving Teams and cross grade level subject area PLCs meet monthly to analyze assessment data and student work to assist in developing strategies for meeting the needs of the bottom quintile and the top quintile. Based on the information gathered, professional development opportunities are created to enhance and improve learning environments and student performance. When students continue to be unsuccessful, the MTSS Leadership team will discuss and develop targeted intervention plans to remediate individual students' areas of need. The team insures that interventions are research or evidence based and that the instruction is delivered with fidelity. Progress is monitored to determine if the intervention is effective or needs to be modified or changed. Subject area PLCs analyze and discuss student data and provide MTSS with trends and deficient areas for they may need to plan. Common Planning will occur every seven days with grade level/content area teachers. Professional development and vertical and horizontal articulation will occur during common planning as well as reflection and next steps in regards to lesson planning and the curriculum guides.
Title 1, Part A - Services are provided to ensure students requiring additional remediation are assisted during school, after school and or summer school.
Title 1 Part C - At present Sheffield does not have any migrant families
Title 1 Part D - Second/Third/Fourth/Fifth grade students who are two years over aged are eligible for this program.
Title II Each school receives funds from DCSB to provide small equipment for general education

classrooms.

GIZMO, Achieve 3000, and i-Ready are used by the teachers in grades K-5.

Title III - Services are provided by DCSB providing ELL educational materials and support services to improve

the education of immigrant ELL learners.

Title IV- Safe and Drug Free School: District funds are used for Foundations training, Second Step and Red Ribbon Week. These programs support prevention of violence and bullying and use of drugs. These programs also prevent the possible use of alcohol, tobacco, drugs and foster a safe and civil school environment.

Title X - DCSB homeless Social Worker provides resources for families in need with the help of various community agencies.

Supplemental Academic Instruction(SAI) is provided to students through tutoring during the school day, after school, and extended day. SAI provides highly qualified staff as instructors/tutors as well as supplies for said tutoring. Tutoring this year will be after school and a descriptive plan for tutoring is currently being developed through Shared Decision Making.

Violence Prevention Program - Sheffield has been engaged with the Foundations Program to decrease negative behavior of children. The Foundations program will provide each teacher with CHAMPS and behavior plans for large common areas of the school such as the cafeteria and dismissal. Second Step teaches empathy and social problem solving skills to prevent bullying. Behavior clip chart and classroom and moderate/severe referrals will be implemented this year as well.

Nurtition- DCSB health curriculum in grades K-5 discusses nutrition.

Housing - N/A

Head Start - N/A

Adult education - N/A

CET training - Selected teachers will participate in District CET training.

Job Training - The school counselor presents the Moving on to Your Future career awareness curriculum to fifth graders each May. At the conclusion of the classroom lessons, there is a Career Day which involves community members coming to school to present information regarding their career to fifth graders.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cassandra DeLay	Principal
Patricia Feagle	Parent
Vicki Tilley	Education Support Employee
Kim Moore	Parent
Nicole Kaiser	Parent
Meshell Harris	Teacher
Sheryl Anderson	Teacher
Cheryl Beasley	Parent

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

The SAC committee reviews the School Improvement Plan from that year in May. The committee has input
on what worked and what needs to be changed. In September of each year the SAC committee reviews the
new SIP plan, and has input on what is working and what needs to be improved. The SAC meetings will be held on the following dates: July 14, September 14, October 12, November 9, December 14, January 11, February 8, March 14, April 11, May 9, and June 14. Meetings will be held in the main conference room at 6:00pm.

Development of this school improvement plan

The SAC assists in the preparation and evaluation of the school improvement plan throughout the school year. SAC reviews the SIP in September, January and May of each year and offers feedback for improvement. The 14-15 school year the SAC budget rolled over into the 15-16 school year as approved by the SAC committee.

Preparation of the school's annual budget and plan

The annual budget is based on student FTE. Once FTE is established then the school receives a school budget. The budget assists in the paying of staff salaries and benefits, some supplies and equipment.
The majority of the budget is used for staff salaries and benefits.

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

School Improvement funds from the 14-15 school year were rolled over into the 15-16 budget as approved by the SAC committee.

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
Godbolt, Jared	Instructional Coach
Harris, Meshell	Assistant Principal
DeLay, Cassandra	Principal
Wagner, Albert	Assistant Principal
Horne, Melissa	Teacher, K-12
Sirmans, DeLesia	Teacher, K-12
Lindsey, Victoria	Teacher, K-12
Hicks, Kerri	Teacher, K-12
Snyder, Christine	Teacher, K-12
Radugge, Susan	Teacher, ESE
Commander, Samuel	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Our major initiatives this year are to continue use of gradual release of responsibility where applicable, District approved lesson plan model, differentiated reading and writing centers, create enrichment activities in vocabulary, reading application, literacy analysis (fiction and non-fiction) and informational text and research process, and close reading implementation in lessons.

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

Each grade level K-5 has administratively directed common planning every 7 days. This administratively driven common planning is determined based on data and teacher and student needs. When grade level teachers are planning, the students are at resource classes (art, music, PE, and media). Teachers use collaborative planning to unpack the Florida Standards looking for proficiency and then planning lessons using the DCPS curriculum guide and lesson plans. Lessons are in the format of gradual release, close reading, and differentiated center activities. The administration and instructional coach works with teachers during collaborative planning time to support in this process as well. Teachers on grade levels plan before and after school when needed.

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

Sheffield Elementary uses pre-planning exercises to introduce, review and refresh. New teachers are paired with mentor teachers (on grade level) and PDF. One strategy that we will use is to host University of North Florida, Jacksonville University, and Florida State of Jacksonville interns and pre-interns. This will allow high quality teacher candidates to learn about Sheffield Elementary. In order to retain our high quality newly higher The reading coach conducts coaching cycles throughout the year on an as needed basis. Administratively directed time for common planning by grade level occurs every 7 days. Increased drop-ins, monitoring, focus walks, and lesson plan reviews for all teachers. Subject meetings (reading, writing, math, science, and foundations to increase vertical articulation in grades K-5 meet monthly. Professional learning communities collaborate monthly. Staff members are provided with leadership opportunities on a monthly basis.

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

Each mentee is paired with an experienced teacher (mentor), which is CET trained. The mentor is chosen through discussion with the mentee, PDF, and administration. Subject taught, grade level, job performance, and personality compatability are all taken into consideration when pairing a mentor with a mentee. The mentor checks with the new teacher weekly, uses common time for planning to check on the new teacher, makes classroom visits, attends grade level meetings, and helps acclimate the new teacher to the culture of the school and the use of data. If a concern arises then the mentor teacher, with the input of administration, urges the new teacher to attend in services or course work offered by the district. Our PDF sets up monthly meeting for both the mentee and mentor to discuss hot topics. The MINT Specialist periodically checks on the new teachers and checks with the PDF on the progress of our beginning teachers

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

DCSB provides teachers with curriculum guides and lesson plans which are based on the Florida standards. During collaborative planning times teachers plan together to provide explicit instruction on these standards. Each Florida Standard is unpacked and lessons are then designed to meet proficiency. Administration
monitors lesson plans weekly, checking for the use of I-Ready, Achieve 3000, GIZMO, and other programs which are found in the curriculum guides. The reading coach is utilized during collaborative planning time and in classroom walkthroughs during coaching cycles to ensure adherence to 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

Sheffield Elementary uses the data from Baseline Assessments (3rd grade - reading, math and science; 4th and 5th grade - science), I-Ready and Achieve 3000 to determine the proficiency of students. Duval County uses the program Performance Matters which disaggregates this data. Each grade level has data chats with administration at the end of the 9 week grading period where the grade level analyzes this data to determine next steps and needs of individual students. Determining which standards need to be retaught whole group, which need to appear in center rotations, and identifying the needs of struggling students is the focus of the data chats. The next steps would include a plan for struggling students and determining what interventions need to be in place to meet the students needs and assist them in becoming proficient.

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: 1,200

Math- Teachers will use i-Ready and Curriculum Associates Ready Common Core to instruct their safety net students in grades 3-5 for two hours each week for 10 weeks.
Reading- Teachers will use Curriculum Associates Ready Common Core and Achieve 3000 to instruct their safety net students in grades 3-5 for two hours each week for 10 weeks.
Writing- Teachers in extended day will use Write to Learn to instruct their fourth/fifth grade safety net students for two hours each week for 10 weeks.
Science- The science teacher in extended will use Pearson Science Labs to build in more hands-on activities to enhance student success. The teacher will also do hands-on activities with fifth grade students to review standards from grades k-4.
Extended Day teachers also have homework help sessions daily to help students one-on-one or in small groups to tutor students and reinforce skills.

Strategy Rationale

Computer programs track student proficiency and this data is uploaded in Performance Matters for
teachers to analyze and determine next steps.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
DeLay, Cassandra, delayc@duvalschools.org

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

Extended Day data is collected from i-Ready, Achieve 3000, and Baselines assessments for each extended day safety net student. Safety nets for reading and math are offered in grades K-5 during extended day. Gains made by these students each year show the effectiveness of the strategies. Fifth grade science camp is offered to 5th graders and grade 4 writing camp is offered to 4th graders to extend student learning. Computer skills with technology are also offered in extended day. Extended Day has employed personnel as Curriculum Directors this year.

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

Administration tested kindergarten students over the summer using a teacher-created kindergarten baseline assessment (letters, sounds, counting, identifying numbers, rhyming, identifying sight words) to aprepare teachers for meeting the needs of their incoming kindergarten students. Teachers had access to data on students beginning preplanning week and planned based on individual needs. In grades K-5 students are administered the I-Ready test in math, k-2 students are administered the i-Ready reading, and 3-5 students were administered the Achieve 3000 level set to determine each child's level. This data helps teachers with differentiation in gradual release and center activities.Also

field trips to the middle schools are implemented so that fifth graders can transition smoothly into their new school.

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

In January the DCSB holds a school choice fair which every school participates. Parents and students come to the fair and visit schools of their choice, gathering information for next year's school choice. In the spring a career fair is implemented for fifth grade. The career fair allows students to start thinking about his/her career of the future. Some of the technology resources, such as Achieve 3000, have college and career awareness activities that link their lexile reading level goal to the career they want to pursue. The school counselor presents the Moving on to Your Future career awareness curriculum to fifth graders each May. Local college choices as well as scholarship opportunities are discussed. At the conclusion of the classroom lessons, there is a Career Day which involves community members coming to school to present information regarding their careers to fifth graders.

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

In the January DCSB School Choice, schools exhibit career and technical education programs. Parents and students visit school exhibits to gather information. The fifth grade career fair also has career and technical
education fields on site for student to view. The career and technical training opportunities are presented as part of Moving on to Your Future.

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

Our Science night which is held in October, offers integrated careers and technical education in the science
fields. Our fifth grade career day as well as the January school choice offers career choices for our students.

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

Use of interactive journals, thinking maps, close reading, note taking and study habits improve student readiness for public postsecondary level courses.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. If we utilize the Foundations team to address common areas and continue to use strategies in the classroom to positively promote student behavior, then we will decrease the annual number of school referrals from 170 to 167 this school year, focusing on the number of referrals from the students with disabilities population (15 students with disabilities received referrals last year with a total of 65 referrals), and decrease out of school suspensions from 45 to 44.

G2. If we increase the differentiation in center activities in all content areas in all grade levels K-5 using i-Ready, Achieve 3000, DAR, and other formal and informal classroom assessment data, then we will increase student proficiency.

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. If we utilize the Foundations team to address common areas and continue to use strategies in the classroom to positively promote student behavior, then we will decrease the annual number of school referrals from 170 to 167 this school year, focusing on the number of referrals from the students with disabilities population (15 students with disabilities received referrals last year with a total of 65 referrals), and decrease out of school suspensions from 45 to 44. `1a`

🔍 G071882

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	2.0
One or More Suspensions	2.0

Resources Available to Support the Goal `2`

- Continue use of Foundations Program with emphasis on CHAMPS for all activities and transitions in classrooms.

- Continue use of clip chart for student behavior in all classrooms

- Continue monthly Foundation meetings with representation by all grade levels and resources

- Continue daily cafeteria plan for all children.

- Continue daily arrival and dismissal plan for all children

- Continue to follow Sheffield Elementary' s management crisis plan

- Continue to follow the school's classroom and moderate/severe referrals

- Continue to follow the DCSB elementary code of conduct

- Continue to use the planner/agenda to communicate student behavior to parents on a daily basis.

- Continue to reward students for good behavior using the charms/necklace, monthly proud panther, and student of the week in classrooms.

- Teachers will use Positive Behavior Intervention Strategies (PBIS) to implement strategies to improve student behavior.

- Implement 2nd Step in all classrooms

Targeted Barriers to Achieving the Goal `3`

- Teachers not using CHAMPs consistently

- Teachers need other behavior intervention management techniques to help our students with disabilities in the classroom.

Plan to Monitor Progress Toward G1. `8`

The number of moderate/severe referrals coming to assistant principals will decrease by 2%.

Person Responsible
Cassandra DeLay

Schedule
Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion
167 or less moderate/severe referrals for the end of the 2015-2016 school year.

G2. If we increase the differentiation in center activities in all content areas in all grade levels K-5 using i-Ready, Achieve 3000, DAR, and other formal and informal classroom assessment data, then we will increase student proficiency. `1a`

Targets Supported `1b`

🔍 G071883

Indicator	Annual Target
ELA/Reading Gains	79.0
Math Gains	80.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal `2`

- DCSB curriculum guides

- Florida common core standards

- Collaborative planning for each grade level

- Master schedule has specific blocks of time for ELA, math, science

- School reading coach and district coaches in math, science and ELA

- Performance Matters data system

- Professional Development in differentiation of centers

- Additional materials and web sites to help with developing center activities

- Trained volunteers to help monitor centers

- Technology - achieve 3000, I-Ready, GIZMO, interactive smart boards

- Monthly content committee meetings with vertical articulation K-5

Targeted Barriers to Achieving the Goal `3`

- Lack of data driven differentiated center rotations during center block of the instructional framework

- Lack of teacher knowledge on how to differentiate centers based on unpacked Florida standard

Plan to Monitor Progress Toward G2. `8`

Data from performance matters which includes (CGA, i-Ready, Achieve 3000) and PMRN will drive the differentiated center activities in each classroom for all content areas.

Person Responsible

Cassandra DeLay

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Increased proficiency rates will be evident from i-Ready and Achieve 3000 assessments.

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. If we utilize the Foundations team to address common areas and continue to use strategies in the classroom to positively promote student behavior, then we will decrease the annual number of school referrals from 170 to 167 this school year, focusing on the number of referrals from the students with disabilities population (15 students with disabilities received referrals last year with a total of 65 referrals), and decrease out of school suspensions from 45 to 44. 1

🔑 G071882

G1.B2 Teachers not using CHAMPs consistently 2

🔑 B187441

G1.B2.S1 Monitor the use of CHAMPs in each classroom when adminsitration visits rooms. 4

🔑 S198933

Strategy Rationale

Monitoring classrooms improves the use of the clip chart.

Action Step 1 5

During lesson plan review, focus walks, informal and formal observations, administration will check for effective implementation of CHAMPs.

Person Responsible

Meshell Harris

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson review forms, focus walk forms, and informal and formal observations will document use.

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

After an observation, the administration will conference with teacher regarding CHAMPs implementation.

Person Responsible

Meshell Harris

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Notes from conference with teacher/administration filed. Next observation should show implementation of CHAMPs.

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

After conference with teacher, teacher and administrator will determine if professional development is needed,
modeling, or effectively implement CHAMPs by the teacher. Number of discipline referrals decrease 2% at year end.

Person Responsible

Meshell Harris

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Next observation in classroom should show implementation of CHAMPs with students. 2% less discipline referrals at year end.

G1.B3 Teachers need other behavior intervention management techniques to help our students with disabilities in the classroom. 2

B187442

G1.B3.S1 Provide professional development for behavior intervention plans to be used for students with disabilities. 4

S198936

Strategy Rationale

The Behavior Intervention Plan method is a technique to determine what triggers a behavior and how to change the outcome of that behavior.

Action Step 1 5

Professional development for all teachers on what is a Behavior Intervention Plan.

Person Responsible

Cassandra DeLay

Schedule

On 6/10/2016

Evidence of Completion

Powerpoint used for professional development on Behavior Intervention Plan

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

Classroom teachers will begin to use the process of behavior intervention plans

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teachers will determine individual student triggers/behaviors/outcomes and develop a plan to improve student behavior.

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

Classroom teacher will work with student to eliminate/divert trigger so that appropriate behavior and
a positive outcome is established

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Decrease in number of moderate and severe referrals for ESE students such as battery, fighting and defiance of teacher.

G1.B3.S2 Classroom teacher and ESE teacher will work together to develop an appropriate behavior intervention plan to improve behavior `4`

🔍 S198937

Strategy Rationale

If teacher can block trigger then inappropriate behavior and outcome can be prevented

Action Step 1 `5`

Teachers (classroom/ESE VE, guidance, administration) will observe student to determine triggers, behavior,
and outcomes of said behavior. Develop a plan to block triggers.

Person Responsible

Cassandra DeLay

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Behavior Intervention Plan for said behavior for individual student.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Classroom teacher and ESE teacher will implement Behavior Intervention Plan and monitor plan

Person Responsible

Albert Wagner

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Inappropriate behavior for child will decrease and eventually disappear.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Classroom teacher will continue implementing Behavior Intervention Plan

Person Responsible

Albert Wagner

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Decreased inappropriate behavior by student. Decreased number of moderate/severe referrals for battery, fighting and defiance of teacher.

G2. If we increase the differentiation in center activities in all content areas in all grade levels K-5 using i-Ready, Achieve 3000, DAR, and other formal and informal classroom assessment data, then we will increase student proficiency. 1

🔧 G071883

G2.B1 Lack of data driven differentiated center rotations during center block of the instructional framework 2

🔧 B187449

G2.B1.S1 Administration to teacher and teacher to student data chats to delve deeper into student data so that rotations can be driven by what each individual learner needs. 4

🔧 S198939

Strategy Rationale

If teacher knows what students need, center can provide the skills and strategies for that student need.

Action Step 1 5

Data chats will be implemented every 9 weeks test to determine student proficiency for standards in reading, writing, math and science.

Person Responsible

Cassandra DeLay

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Each teacher will submit data chat form to administration after each CGA.

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

Data chat schedule will be set up at the end of each 9 weeks by content and grade level with administration

Person Responsible

Cassandra DeLay

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Each teacher's data chat form submitted to administration at the end of every 9 weeks.

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

Data from data chat will drive teacher's center activities

Person Responsible

Cassandra DeLay

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

In teacher's lesson plans, center activities will be planned using data from data chats.

G2.B1.S2 Technology - Achieve 3000 for grades 3/4/5. Uses non-fiction articles on differentiated lexile levels to challenge students at the appropriate reading level. i-Ready (K-5) comprehensive program aligned to LAFS and MFS, and articles with summarizing activites, GIZMO with science demonstrations and hands on activities which explain various science concepts, and Study Island which explores science concepts. `4`

🔑 S198940

Strategy Rationale

Technology helps analyze where individual student needs are and allows student and teacher to help with said needs for student proficiency.

Action Step 1 `5`

Professional development will be provided on technology programs by grade level and content areas

Person Responsible

Meshell Harris

Schedule

Every 2 Months, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student use of programs which can be monitored by administration

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administration will pull technology program use by teacher in content areas.

Person Responsible

Meshell Harris

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Usage reports for each technology program

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Monthly usage reports will determine teacher success with programs

Person Responsible

Albert Wagner

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Reports will determine which teacher will need to be monitored to incease student usage of programs.

G2.B2 Lack of teacher knowledge on how to differentiate centers based on unpacked Florida standard 2

B187450

G2.B2.S1 Professional development on how to unpack standards. 4

S198942

Strategy Rationale

If teachers know what student proficiency looks like for each standard, then centers can be developed.

Action Step 1 5

Professional development provided by content on how to unpack standards

Person Responsible

Meshell Harris

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

In weekly lesson plans standards are unpacked.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson plan review check of lesson plans for classroom teachers.

Person Responsible

Cassandra DeLay

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plan review check sheet given to teacher as well as administrator keeping copy.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Florida standards are unpacked and observed in teacher lesson plans.

Person Responsible

Cassandra DeLay

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Walk thru and focus walk forms

G2.B2.S2 Professional development on how to differentiate centers into high/moderate and low activities. 4

S198943

Strategy Rationale

Children begin a center on his/her understanding and move up as understanding of standard becomes clear.

Action Step 1 5

Professional development will be provided for staff on how to differentiate center activities

Person Responsible

Meshell Harris

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Sign in sheets from the professional development on differentiating centers

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Lesson plans will be checked by administrators looking for differentiated student center work.

Person Responsible

Cassandra DeLay

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Walk thru and focus walk forms and observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Lesson plan review checks and student data from i-Ready and Achieve 3000 will show results from center work.

Person Responsible

Cassandra DeLay

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student results from i-Ready and Achieve 3000 will be collected in performance matters and analyzed.

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.B2.S1.A1	During lesson plan review, focus walks, informal and formal observations, administration will check for effective implementation of CHAMPs.	Harris, Meshell	8/24/2015	Lesson review forms, focus walk forms, and informal and formal observations will document use.	6/10/2016 weekly
G1.B3.S1.A1	Professional development for all teachers on what is a Behavior Intervention Plan.	DeLay, Cassandra	8/24/2015	Powerpoint used for professional development on Behavior Intervention Plan	6/10/2016 one-time
G1.B3.S2.A1	Teachers (classroom/ESE VE, guidance, administration) will observe student to determine triggers, behavior, and outcomes of said behavior. Develop a plan to block triggers.	DeLay, Cassandra	8/24/2015	Behavior Intervention Plan for said behavior for individual student.	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Data chats will be implemented every 9 weeks test to determine student proficiency for standards in reading, writing, math and science.	DeLay, Cassandra	8/24/2015	Each teacher will submit data chat form to administration after each CGA.	6/10/2016 quarterly
G2.B1.S2.A1	Professional development will be provided on technology programs by grade level and content areas	Harris, Meshell	8/24/2015	Student use of programs which can be monitored by administration	6/10/2016 every-2-months
G2.B2.S1.A1	Professional development provided by content on how to unpack standards	Harris, Meshell	8/24/2015	In weekly lesson plans standards are unpacked.	6/10/2016 weekly
G2.B2.S2.A1	Professional development will be provided for staff on how to differentiate center activities	Harris, Meshell	8/24/2015	Sign in sheets from the professional development on differentiating centers	6/10/2016 monthly
G1.MA1	The number of moderate/severe referrals coming to assistant principals will decrease by 2%.	DeLay, Cassandra	8/24/2015	167 or less moderate/severe referrals for the end of the 2015-2016 school year.	6/10/2016 biweekly
G1.B2.S1.MA1	After conference with teacher, teacher and administrator will determine if professional development is needed, modeling, or effectively implement CHAMPs by the teacher. Number of discipline referrals decrease 2% at year end.	Harris, Meshell	8/24/2015	Next observation in classroom should show implementation of CHAMPs with students. 2% less discipline referrals at year end.	6/10/2016 weekly
G1.B2.S1.MA1	After an observation, the administration will conference with teacher regarding CHAMPs implementation.	Harris, Meshell	8/24/2015	Notes from conference with teacher/ administration filed. Next observation should show implementation of CHAMPs.	6/10/2016 weekly
G1.B3.S1.MA1	Classroom teacher will work with student to eliminate/divert trigger so that appropriate behavior and a positive outcome is established	DeLay, Cassandra	8/24/2015	Decrease in number of moderate and severe referrals for ESE students such as battery, fighting and defiance of teacher.	6/10/2016 monthly
G1.B3.S1.MA1	Classroom teachers will begin to use the process of behavior intervention plans	DeLay, Cassandra	8/24/2015	Teachers will determine individual student triggers/behaviors/outcomes and develop a plan to improve student behavior.	6/10/2016 monthly
G1.B3.S2.MA1	Classroom teacher will continue implementing Behavior Intervention Plan	Wagner, Albert	8/24/2015	Decreased inappropriate behavior by student. Decreased number of moderate/severe referrals for battery, fighting and defiance of teacher.	6/10/2016 daily
G1.B3.S2.MA1	Classroom teacher and ESE teacher will implement Behavior Intervention Plan and monitor plan	Wagner, Albert	8/24/2015	Inappropriate behavior for child will decrease and eventually disappear.	6/10/2016 daily
G2.MA1	Data from performance matters which includes (CGA, i-Ready, Achieve 3000) and PMRN will drive the differentiated center activities in each classroom for all content areas.	DeLay, Cassandra	8/24/2015	Increased proficiency rates will be evident from i-Ready and Achieve 3000 assessments.	6/10/2016 quarterly
G2.B1.S1.MA1	Data from data chat will drive teacher's center activities	DeLay, Cassandra	8/24/2015	In teacher's lesson plans, center activities will be planned using data from data chats.	6/10/2016 weekly
G2.B1.S1.MA1	Data chat schedule will be set up at the end of each 9 weeks by content and grade level with administration	DeLay, Cassandra	8/24/2015	Each teacher's data chat form submitted to administration at the end of every 9 weeks.	6/10/2016 quarterly
G2.B2.S1.MA1	Florida standards are unpacked and observed in teacher lesson plans.	DeLay, Cassandra	8/24/2015	Walk thru and focus walk forms	6/10/2016 weekly
G2.B2.S1.MA1	Lesson plan review check of lesson plans for classroom teachers.	DeLay, Cassandra	8/24/2015	Lesson plan review check sheet given to teacher as well as administrator keeping copy.	6/10/2016 weekly
G2.B1.S2.MA1	Monthly usage reports will determine teacher success with programs	Wagner, Albert	8/24/2015	Reports will determine which teacher will need to be monitored to incease student usage of programs.	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	Administration will pull technology program use by teacher in content areas.	Harris, Meshell	8/24/2015	Usage reports for each technology program	6/10/2016 monthly
G2.B2.S2.MA1	Lesson plan review checks and student data from i-Ready and Achieve 3000 will show results from center work.	DeLay, Cassandra	8/24/2015	Student results from i-Ready and Achieve 3000 will be collected in performance matters and analyzed.	6/10/2016 weekly
G2.B2.S2.MA1	Lesson plans will be checked by administrators looking for differentiated student center work.	DeLay, Cassandra	8/24/2015	Walk thru and focus walk forms and observations	6/10/2016 weekly

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. If we utilize the Foundations team to address common areas and continue to use strategies in the classroom to positively promote student behavior, then we will decrease the annual number of school referrals from 170 to 167 this school year, focusing on the number of referrals from the students with disabilities population (15 students with disabilities received referrals last year with a total of 65 referrals), and decrease out of school suspensions from 45 to 44.

G1.B2 Teachers not using CHAMPs consistently

G1.B2.S1 Monitor the use of CHAMPs in each classroom when adminsitration visits rooms.

PD Opportunity 1

During lesson plan review, focus walks, informal and formal observations, administration will check for effective implementation of CHAMPs.

Facilitator

Administration will provide professional development for teachers who need additional training on use of CHAMPs.

Participants

Selected teachers based on need

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G1.B3 Teachers need other behavior intervention management techniques to help our students with disabilities in the classroom.

G1.B3.S1 Provide professional development for behavior intervention plans to be used for students with disabilities.

PD Opportunity 1

Professional development for all teachers on what is a Behavior Intervention Plan.

Facilitator

Participants

Schedule

On 6/10/2016

G2. If we increase the differentiation in center activities in all content areas in all grade levels K-5 using i-Ready, Achieve 3000, DAR, and other formal and informal classroom assessment data, then we will increase student proficiency.

G2.B1 Lack of data driven differentiated center rotations during center block of the instructional framework

G2.B1.S2 Technology - Achieve 3000 for grades 3/4/5. Uses non-fiction articles on differentiated lexile levels to challenge students at the appropriate reading level. i-Ready (K-5) comprehensive program aligned to LAFS and MFS, and articles with summarizing activites, GIZMO with science demonstrations and hands on activities which explain various science concepts, and Study Island which explores science concepts.

PD Opportunity 1

Professional development will be provided on technology programs by grade level and content areas

Facilitator

Assistant principals - Meshell Harris and Albert Wagner

Participants

All teachers using technology programs that need assistance.

Schedule

Every 2 Months, from 8/24/2015 to 6/10/2016

G2.B2 Lack of teacher knowledge on how to differentiate centers based on unpacked Florida standard

G2.B2.S1 Professional development on how to unpack standards.

PD Opportunity 1

Professional development provided by content on how to unpack standards

Facilitator

Assistant Principals - Meshell Harris and Albert Wagner

Participants

Selected teachers based on need.

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G2.B2.S2 Professional development on how to differentiate centers into high/moderate and low activities.

PD Opportunity 1

Professional development will be provided for staff on how to differentiate center activities

Facilitator

Assistant Principals, Meshell Harris and Albert Wagner

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	During lesson plan review, focus walks, informal and formal observations, administration will check for effective implementation of CHAMPs.	$0.00
2	G1.B3.S1.A1	Professional development for all teachers on what is a Behavior Intervention Plan.	$0.00
3	G1.B3.S2.A1	Teachers (classroom/ESE VE, guidance, administration) will observe student to determine triggers, behavior, and outcomes of said behavior. Develop a plan to block triggers.	$0.00
4	G2.B1.S1.A1	Data chats will be implemented every 9 weeks test to determine student proficiency for standards in reading, writing, math and science.	$0.00
5	G2.B1.S2.A1	Professional development will be provided on technology programs by grade level and content areas	$0.00
6	G2.B2.S1.A1	Professional development provided by content on how to unpack standards	$0.00
7	G2.B2.S2.A1	Professional development will be provided for staff on how to differentiate center activities	$0.00
		Total:	$0.00