

Duval County Public Schools

# Louis S. Sheffield Elementary School



2016-17 Schoolwide Improvement Plan

## Louis S. Sheffield Elementary School

13333 LANIER RD, Jacksonville, FL 32226

<http://www.duvalschools.org/sheffield>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	D

*\*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 11/1/2016.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Louis S. Sheffield Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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 class. 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.

**c. 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.

**d. 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.

### **3. Early Warning Systems**

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

**a. 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.

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

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	24	22	23	13	9	0	0	0	0	0	0	0	95
One or more suspensions	0	0	3	2	2	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	5	10	6	0	4	1	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	1	25	0	0	0	0	0	0	0	26

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	6	4	5	1	4	0	0	0	0	0	0	0	23

**c. 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, Penda, guided reading, close reading, word families, flash cards (addition/subtraction/multiplication/division), Barton curriculum. Lunch Bunch meetings with the school counselor, Rtl, MRT, and award necklaces each nine weeks.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. 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%.

**2. 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. Sheffield Elementary has also partnered with Chets Creek Church, securing additional faith based institutions.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
DeLay, Cassandra	Principal
Godbolt, Jared	Instructional Coach
brown, Virginia	School Counselor
Pauls, John	Other
Garner, Gwen	Assistant Principal
Richards, Onesha	Assistant Principal

#### b. Duties

**1. 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

Onesha Richards, 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)
- 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

Gwen Garner 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
- Test Coordinator
- 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

John Pauls, 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

**2. 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.

Penda, 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- Classes are participating in a nutrition study in collaboration with the University of North Florida.

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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Cassandra DeLay	Principal
Jennie Waldrip	Parent
Vicki Tilley	Education Support Employee
Caitlin Zeal	Teacher
Ginger Brelsford	Parent
Helen Baker	Parent
Josh Robinson	Business/Community
Felicia Lammi	Parent
Onesha Richards	Education Support Employee

## **b. Duties**

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

#### **a. 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: September 12, October 10, November 14, January 23, February 13, March 13, April 10, and May 8. Meetings will be held in the main conference room at 6:00pm.

#### **b. 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 15-16 school year the SAC budget rolled over into the 16-17 school year as approved by the SAC committee.

#### **c. 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.

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

School Improvement funds from the 15-16 school year were rolled over into the 16-17 budget as approved by the SAC committee.

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

Yes

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

## **3. Literacy Leadership Team (LLT)**

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Godbolt, Jared	Instructional Coach
Garner, Gwen	Assistant Principal
DeLay, Cassandra	Principal
Hicks, Kerri	Teacher, K-12
Snyder, Christine	Teacher, K-12
Radugge, Susan	Teacher, ESE
Commander, Samuel	Teacher, ESE
Lindsey, Victoria	Teacher, K-12
Cary, Kimberly	Teacher, K-12
Gustin, Renee	Teacher, K-12
Caudill, Kristen	Teacher, K-12
Richards, Onesha	Assistant Principal

#### b. Duties

##### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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, Saxon Phonics, and close reading implementation in lessons.

#### D. Public and Collaborative Teaching

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

##### **1. 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 Common Core 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.

##### **2. 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 teachers we will continuously provide support and professional development. 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.

### **3. 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/Teacher Induction Program Specialist periodically checks on the new teachers and checks with the PDF on the progress of our beginning teachers

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. 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 Common Core standards. During collaborative planning times teachers plan together to provide explicit instruction on these standards. Each Common Core 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, Penda, 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.

#### **b. Instructional Strategies**

##### ***1. 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.



**2. 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:** After School Program

**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 writing programs 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**

Pauls, John, paulsj@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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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 prepare 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-5 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.

## **b. College and Career Readiness**

### **1. 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.

### **2. 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.

### **3. 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.

### **4. 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.

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

### **b. 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:

*No files were uploaded*

### **2. 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.

### **B. 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.

### **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Louis Sheffield Elementary focuses on developing the whole child, concentrating on student engagement, critical relationships, and student ownership, then academic achievement will increase.
- G2.** If Sheffield Elementary implements targeted, intentional interventions and daily differentiated instruction for identified students in the areas of reading and math who are performing below grade level, then we will see growth in our bottom quartile resulting in academic achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If Louis Sheffield Elementary focuses on developing the whole child, concentrating on student engagement, critical relationships, and student ownership, then academic achievement will increase. 1a

G086640

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	0.0
FSA ELA Achievement	62.0
FSA Mathematics Achievement	72.0
School Climate Survey - Student	0.0

**Targeted Barriers to Achieving the Goal** 3

- Professional development

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Meeting agendas and norms
- IIT
- Book Study
- Faculty Meetings
- On-going staff development
- On-going communication from PBIS team and foundations

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

Monitoring of Discipline Referrals

**Person Responsible**

Gwen Garner

**Schedule**

Monthly, from 8/8/2016 to 6/2/2017

**Evidence of Completion**

Early Release/Faculty Meeting Agendas

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

Increase in the number of positive adult-student interactions

**Person Responsible**

Onesha Richards

**Schedule**

Quarterly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

PBIS Data

**G2.** If Sheffield Elementary implements targeted, intentional interventions and daily differentiated instruction for identified students in the areas of reading and math who are performing below grade level, then we will see growth in our bottom quartile resulting in academic achievement. 1a

G086641

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of strategies to implement with low performing students
- Knowledge of resource alignment to student deficiencies

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional Development
- Monitoring & Classroom Walkthroughs
- Professional Development
- School Created Resource Alignment Map
- Professional Development/Monitoring

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

We will review student achievement data, from multiple sources, to ensure student progress is being made.

**Person Responsible**

Cassandra DeLay

**Schedule**

Quarterly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Student data tracking forms, i-Ready and Achieve 3000 reports, lesson plans with targeted student groups based on data, and Rtl documentation

## 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 Louis Sheffield Elementary focuses on developing the whole child, concentrating on student engagement, critical relationships, and student ownership, then academic achievement will increase. **1**

 G086640

**G1.B2** Professional development **2**

 B230286

**G1.B2.S1** Book study **4**

 S242943

### Strategy Rationale

To increase teacher pedagogical knowledge

### Action Step 1 **5**

Book Study

#### Person Responsible

Gwen Garner

#### Schedule

Monthly, from 8/8/2016 to 6/2/2017

#### Evidence of Completion

PLC agenda and minutes. Classroom observations focused on supportive environment.



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

Classroom walk-thrus

**Person Responsible**

Cassandra DeLay

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Teacher feedback and monitoring form

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

Informal and formal observations

**Person Responsible**

Cassandra DeLay

**Schedule**

Semiannually, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

CAST rubric and teacher next steps.

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

Faculty/Staff Exit Tickets and Book Talk Activities and Reflections

**Person Responsible**

Gwen Garner

**Schedule**

Monthly, from 8/8/2016 to 6/2/2017

***Evidence of Completion***

Exit ticket results

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

Classroom Walk-thrus

**Person Responsible**

Onesha Richards


**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Teacher feedback and monitoring forms

**G2.** If Sheffield Elementary implements targeted, intentional interventions and daily differentiated instruction for identified students in the areas of reading and math who are performing below grade level, then we will see growth in our bottom quartile resulting in academic achievement. 1

 G086641

**G2.B1** Lack of knowledge of strategies to implement with low performing students 2

 B230291

**G2.B1.S2** Weekly Common Planning 4

 S242950

**Strategy Rationale**

To increase teacher pedagogy.

**Action Step 1** 5

Teacher will participate in weekly common planning with coaches and administrators to develop strategies to use with low performing students.

**Person Responsible**

Gwen Garner

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Common planning agendas and minutes, lesson plans with evidence of differentiation, and data.

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

Weekly classroom walkthroughs

**Person Responsible**

Gwen Garner

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Classroom feedback forms and observation logs

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

Formal and informal observations

**Person Responsible**

Gwen Garner

**Schedule**

Semiannually, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Formal and informal CAST next steps

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

Monitoring of school, classroom, and student data

**Person Responsible**

Cassandra DeLay

**Schedule**

Quarterly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Data chat forms, Administrator Data Notebook, Student Data Tracking Forms

## G2.B4 Knowledge of resource alignment to student deficiencies 2

 B230294

### G2.B4.S1 Weekly Common Planning 4

 S242955

#### Strategy Rationale

Meet weekly with teachers, administration, and coach to choose resources that align to the grade level standards and/or student deficiencies

#### Action Step 1 5

We will meet weekly as a team to ensure alignment of resources with standards and/or student deficiencies

##### Person Responsible

Onesha Richards

##### Schedule

Weekly, from 8/22/2016 to 6/2/2017

##### Evidence of Completion

Common planning agendas, minutes, small group lesson plans

#### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will conduct weekly lesson plan checks to monitor implementation of data driven instruction

##### Person Responsible

Onesha Richards

##### Schedule

Weekly, from 8/22/2016 to 6/2/2017

##### Evidence of Completion

Lesson plans, data driven center activities, and student data

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Weekly administration meeting to discuss next steps based on lesson plans and observations

**Person Responsible**

Cassandra DeLay
















**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Agendas from leadership meetings

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1  M325166	Monitoring of Discipline Referrals	Garner, Gwen	8/8/2016	Early Release/Faculty Meeting Agendas	6/2/2017 monthly
G1.MA2  M325167	Increase in the number of positive adult-student interactions	Richards, Onesha	8/15/2016	PBIS Data	6/2/2017 quarterly
G2.MA1  M325181	We will review student achievement data, from multiple sources, to ensure student progress is being...	DeLay, Cassandra	8/22/2016	Student data tracking forms, i-Ready and Achieve 3000 reports, lesson plans with targeted student groups based on data, and RtI documentation	6/2/2017 quarterly
G1.B2.S1.MA1  M325158	Faculty/Staff Exit Tickets and Book Talk Activities and Reflections	Garner, Gwen	8/8/2016	Exit ticket results	6/2/2017 monthly
G1.B2.S1.MA3  M325159	Classroom Walk-thrus	Richards, Onesha	8/15/2016	Teacher feedback and monitoring forms	6/2/2017 monthly
G1.B2.S1.MA1  M325160	Classroom walk-thrus	DeLay, Cassandra	8/15/2016	Teacher feedback and monitoring form	6/2/2017 weekly
G1.B2.S1.MA4  M325161	Informal and formal observations	DeLay, Cassandra	8/15/2016	CAST rubric and teacher next steps.	6/2/2017 semiannually
G1.B2.S1.A1  A314368	Book Study	Garner, Gwen	8/8/2016	PLC agenda and minutes. Classroom observations focused on supportive environment.	6/2/2017 monthly
G2.B4.S1.MA1  M325179	Weekly administration meeting to discuss next steps based on lesson plans and observations	DeLay, Cassandra	8/22/2016	Agendas from leadership meetings	6/2/2017 weekly
G2.B4.S1.MA1  M325180	Administration will conduct weekly lesson plan checks to monitor implementation of data driven...	Richards, Onesha	8/22/2016	Lesson plans, data driven center activities, and student data	6/2/2017 weekly
G2.B4.S1.A1  A314376	We will meet weekly as a team to ensure alignment of resources with standards and/or student...	Richards, Onesha	8/22/2016	Common planning agendas, minutes, small group lesson plans	6/2/2017 weekly
G2.B1.S2.MA1  M325170	Monitoring of school, classroom, and student data	DeLay, Cassandra	8/22/2016	Data chat forms, Administrator Data Notebook, Student Data Tracking Forms	6/2/2017 quarterly
G2.B1.S2.MA1  M325171	Weekly classroom walkthroughs	Garner, Gwen	8/22/2016	Classroom feedback forms and observation logs	6/2/2017 weekly
G2.B1.S2.MA2  M325172	Formal and informal observations	Garner, Gwen	8/22/2016	Formal and informal CAST next steps	6/2/2017 semiannually
G2.B1.S2.A1  A314372	Teacher will participate in weekly common planning with coaches and administrators to develop...	Garner, Gwen	8/22/2016	Common planning agendas and minutes, lesson plans with evidence of differentiation, and data.	6/2/2017 weekly

## V. Professional Development Opportunities

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

**G1.** If Louis Sheffield Elementary focuses on developing the whole child, concentrating on student engagement, critical relationships, and student ownership, then academic achievement will increase.

### **G1.B2** Professional development

#### **G1.B2.S1** Book study

##### **PD Opportunity 1**

Book Study

##### **Facilitator**

Assistant Principal and Reading Coach

##### **Participants**

All faculty and staff

##### **Schedule**

Monthly, from 8/8/2016 to 6/2/2017

**G2.** If Sheffield Elementary implements targeted, intentional interventions and daily differentiated instruction for identified students in the areas of reading and math who are performing below grade level, then we will see growth in our bottom quartile resulting in academic achievement.

### **G2.B1** Lack of knowledge of strategies to implement with low performing students

#### **G2.B1.S2** Weekly Common Planning

##### **PD Opportunity 1**

Teacher will participate in weekly common planning with coaches and administrators to develop strategies to use with low performing students.

##### **Facilitator**

Assistant Principals

##### **Participants**

All teachers

##### **Schedule**

Weekly, from 8/22/2016 to 6/2/2017



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B2.S1.A1	Book Study	\$0.00
2	G2.B1.S2.A1	Teacher will participate in weekly common planning with coaches and administrators to develop strategies to use with low performing students.	\$0.00
3	G2.B4.S1.A1	We will meet weekly as a team to ensure alignment of resources with standards and/or student deficiencies	\$0.00
Total:			\$0.00