2013-2014 SCHOOL IMPROVEMENT PLAN

Louis S. Sheffield Elementary School

13333 LANIER RD
Jacksonville, FL 32226
904-696-8758
http://www.duvalschools.org/sheffield

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	41%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	37%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
A	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Louis S. Sheffield Elementary School

Principal
Susan Hamner

School Advisory Council chair
Mrs. Cheryle Beasley

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susan Hamner	Principal
Michael Hilliker	Assistant Principal
Jared Godbolt	School Reading Coach
Virginia Brown	School Counselor
Lindsey Star Connor	Assistant Principal

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sheffield SAC committee is composed of the principal, assistant principal, one teacher, parents, PTA members,and community members. Our chairperson is a parent, Cheryle Beasley, vice chairperson is Patricia Feagle community member, and secretary is Kim Moore parent.

Involvement of the SAC in the development of the SIP

The SAC assists in the preparation and evaluation of the school improvement plan throughout the school year.

Activities of the SAC for the upcoming school year

Review the 2013-2014 school improvement plan. Assist in the preparation of educational proposals for implementing educational improvements such as brain pop.

Projected use of school improvement funds, including the amount allocated to each project

Looking into the purchase of brain pop for grades K-5. Looking into increasing the volunteers to help teachers with small group tutoring throughout the year. Looking at areas of the school that need refreshing or improvement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Susan Hamner		
Principal	Years as Administrator: 24	Years at Current School: 1

Credentials	Bachelor of Science, Biology, Chemistry, Masters of Secondary Education, Professional Educator's Certificate, Biology, Chemistry, Middle School Endorsement, Principalship K-12
Performance Record	Louis S. Sheffield Elementary 2012 A FCAT High achieving Reading 68%, Math 69% Writing 79%, Science 60% Learning Gains Reading 61%, Math 70% Bottom Quartile Reading 64%, Math 64% 2013 B (drop of 111 points) FCAT high achieving Reading 66%, Math 61%, Writing 59%, Science 45% Learning Gains Reading 63%, Math 51% Bottom Quartile Reading 53%, Math 35%

Lindsey Star Connor		
Asst Principal	Years as Administrator: 3	Years at Current School: 5

Credentials	Bachelor of Business Administration; Master of Science; ED Leadership (All Levels); Elementary Education K-6, School Principal (All Levels)
Performance Record	2013-D FCAT High Achieving Reading 66%, Math 61%, Writing 59%, Science 45% Learning Gains Reading 63%, Math 51% Bottom Quartile Reading 53%, Math 35% 2012- A FCAT High Achieving Reading 68%, Math 69%, Writing 79%, Science 60% Learning Gains Reading 61%, Math 70% Bottom Quartile Reading 64%, Math 64% 2011-A FCAT High Achieving Reading 85%, Math 85%, Writing 73%, Science 68% Learning Gains Reading 68%, Math 61% Bottom Quartile Reading 58%, Math 55%

Michael Hilliker		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	Bachelor of Science in Sociology from Buffalo State College. Masters of Science in Special Education from The College of New Rochelle. Masters of Science in Educational Leadership from The College of Saint Rose.
Performance Record	2011-2012: Douglas Anderson High School Grade B Reading mastery 82%, Math mastery 84%, Writing mastery 96% 2012-2013: Douglas Anderson High School Grade N/A Reading mastery 81%, Math mastery 83%, Writing mastery 82%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jared Godbolt		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Arts- Communications, Professional Certificate, ESOL Endorsement
Performance Record	2013 School- Bayview Elementary, School Grade- C Reading 62% of students with learning gains, Writing-65% of students earning 3.5 or higher 2012 Reading, CAST student growth score-90

Classroom Teachers

# of classroom teachers
53

 # receiving effective rating or higher
32, 60%

 # Highly Qualified Teachers
40%

 # certified in-field
53, 100%

 # ESOL endorsed
32, 60%

 # reading endorsed
3, 6%

 # with advanced degrees
18, 34%

 # National Board Certified
6, 11%

 # first-year teachers
30, 57%

 # with 1-5 years of experience
13, 25%

 # with 6-14 years of experience
14, 26%

 # with 15 or more years of experience
20, 38%

Education Paraprofessionals

# of paraprofessionals

5

 # Highly Qualified

5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Sheffield Elementary uses pre-planning exercises to introduce, review and refresh. New teachers are paired with mentor teachers (on grade level) and PDF. Bi-weekly grade level meeting. Common time for planning by grade level 8 out of 10 days. Increased drop-ins, monitoring, focus walks, and lesson plan reviews for all teachers. Monthly professional learning community meetings. Techie Thursday workshops which are specialized training to meet teachers technology needs. Monthly subject meetings (reading, writing, math, science, and foundations to increase vertical articulation in grades K-5.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each mentee is paired with an experienced teacher(mentor) from that grade level. 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 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 district cadre periodically checks on the new teachers and checks
with the PDF on the progress of our beginning teachers

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 quartile, the top quartile and students not meeting the AMO. 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Susan Hamner, Principal – chair of the Science PLC
Lindsey Connor, Assistant Principal –chair of the Writing PLC
Michael Hilliker, Assistant Principal – chair of the Math PLC
Jared Godbolt, Instructional Reading Coach – chair of the Reading PLC
Virginia Brown, School Counselor – facilitator of the RtI Leadership Team, schedules and facilitates the school based RtI team meetings to discuss individual students who are not meeting with success after Tier 1 core interventions have been implemented and assists with developing interventions and progress monitoring plans for Tier 2 and Tier 3 interventions if needed.
Robin Tyler, Kindergarten Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Evette Roberts, First Grade Teacher -– facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Jamzee Davis , Second Grade Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Brianne Biegun, Third grade Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Gwen Garner, Fourth Grade Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Vicki Corey, Fifth Grade Teacher – facilitates monthly grade level Collaborative Problem Solving Team meetings once a month to analyze student assessment data and student work to assist in developing strategies for meeting the needs of the bottom quartile, the top quartile and students not meeting the AMO.
Kelly Martinez, Behavior Supports Site Coach – collaborates with grade level CPSTs and the RtI Leadership Team to develop behavior intervention plans.
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Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Primary data sources are Curriculum Guide Assessments. IOWA, Diagnostic Reading Assessments, report card grades, attendance, discipline referrals and FCAT.
Tier 1 Envision Assessments (M) Grade Level generated assessments (R,M), Houghton-Mifflin Unit Assessments (R) Houghton-Mifflin Weekly Assessments (R) District Writing Prompts, common assessments for reading and math, behavior- observations, anecdotal records, frequency charts, time-on-task charts, completed task count, discipline referrals, attendance
Tier 2:
Soar to Success, Envisions Intervention system, Mathematics Building Blocks, Step Up to Writing, Writing Conferencing notes, ,FCRR, Common assessments for reading and math, behavior-observations, anecdotal records, frequency charts, time-on-task charts, completed task count, discipline referrals, attendance, social skills group notes
Tier 3:
Great Leaps, FCRR, Writing Conferencing notes, behavior- observations, anecdotal records, frequency charts, time-on-task charts, completed task count, discipline referrals, attendance

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pearson INFORM is a web-based data analysis system that provides a continuous performance picture including assessment results for reading, math science and writing and grades to help identify which students, classrooms and schools need help meeting standards.
Genesis – an informational management system that tracks student information including grades, attendance, ESE and Federal programs and discipline referrals.
Individual student data sheets are maintained by teachers for each of their students. These are made available to the School Leadership Team.
CELLA and LAS Links are used to track listening, speaking, reading and writing progress for ELL students.
Tier 1 Envision Assessments (M) Grade Level generated assessments (R,M), Houghton-Mifflin Unit Assessments (R) Houghton-Mifflin Weekly Assessments (R) District Writing Prompts, common assessments for reading and math, behavior- observations, anecdotal records, frequency charts, time-on-task charts, completed task count, discipline referrals, attendance
Tier 2:
Soar to Success, Envisions Intervention system, Mathematics Building Blocks, Step Up to Writing, Writing Conferencing notes, ,FCRR, Common assessments for reading and math, behavior-observations, anecdotal records, frequency charts, time-on-task charts, completed task count, discipline referrals, attendance, social skills group notes
Tier 3:
Great Leaps, FCRR, Writing Conferencing notes, behavior- observations, anecdotal records, frequency charts, time-on-task charts, completed task count, discipline referrals, attendance

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Parents - On the school web site there is parent page that explains the MTSS implementation at Sheffield. It is explained at a PTA Meeting as well as to the School Advisory Meeting. Parents who have individual concerns are referred to the School Counselor.
Staff – In the Fall, members of the MTSS Leadership Team will train staff discussing the Tiers, use of data to target areas of weakness and to measure the effectiveness of interventions, skill focused interventions and recording progress monitoring data using charts. Throughout the year, the School Counselor and grade level members of the MTSS Leadership Team will meet with their grade levels to facilitate Collaborative Problem Solving to assist teachers in developing interventions for small groups and individual students. Administrators and the reading coach will meet with grade levels and PLCs to analyze student assessment data and student work.

The MTSS members will attend district in-service trainings and share information with the staff during Early Release and faculty meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 150

Math- Teachers will use i-Ready and Curriculum Associates Ready Common Core to instruct their safety net students in grades 1-5 for one hour each week.
Reading- Teachers will use Curriculum Associates Ready Common Core and SuccessMaker to instruct their safety net students in grades K-5 for one hour each week.
Writing- Teachers in extended day will use Step Up to Writing to instruct their fourth grade safety net students for one hour each week.
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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Extended Day data is collected from FCAT Reading and Math scores along with the Florida Writes scores 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.

Who is responsible for monitoring implementation of this strategy?

Extended Day Director

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lindsey S. Connor	Assistant Principal/Writing Chairperson
Jared Godbolt	Reading Coach/Reading Chairperson
Kerri Alexander	Teacher
Elizabeth Janklow	Teacher

Name	Title
Robin Tyler	Teacher
Kelly Modzelewski	Teacher
Jessica Abraham	Teacher
Tressee Roberts	Teacher
Gwen Garner	Teacher
Kathy Highsmith	Teacher

How the school-based LLT functions

This team will meet monthly (or as needed) to plan professional development opportunities in the area of gradual release. Development opportunities will include proper implementation, professional book talks, and focusing on skills and strategies. The team will support teachers when planning for gradual release. The LLT also leads our Reading Campaign.

Major initiatives of the LLT

Our major initiatives this year are gradual release, conferencing, K-2 implementation of Common Core in both Reading and Writing, and 3-5 preparation of Common Core.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Interactive Journals are used to verify comprehension and understanding in each subject. Students write to respond to text in every subject. As a faculty, we are reading Common Core: A Quick Start Guide to discuss. Teachers are implementing strategies from the book in their classrooms. Interactive Word Walls are used in each classroom. Teachers and students learn new vocabulary in each core subject and understand how reading connects to every area of school. Teachers are also reading, Never Work Harder than Your Students, and implementing reading and comprehension strategies in all subjects.
All teachers are using a new lesson plan template which is based on the gradual release of instruction model
emphasizing explicit reading instruction. Small group instruction includes; guided reading, phonics, phonemic readiness, vocabulary, fluency, close reading, literacy circles, and comprehension centers based on student need.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Administration tested kindergarten students over the summer using a teacher-created kindergarten baseline assessment (letters, sounds, counting, identifying numbers, rhyming, identifying sight words) to appropriately schedule students. Teachers had data on students on the first day of school and planned based on individual needs.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	66%	No	78%
American Indian				
Asian	83%	85%	Yes	85%
Black/African American	64%	50%	No	68%
Hispanic	74%	46%	No	77%
White	78%	73%	No	81%
English language learners				
Students with disabilities	53%	40%	No	58%
Economically disadvantaged	66%	51%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	30%	36%
Students scoring at or above Achievement Level 4	142	36%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	256	63%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	216	53%	65%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	71	59%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	61%	No	77%
American Indian				
Asian	73%	85%	Yes	75%
Black/African American	58%	35%	No	62%
Hispanic	74%	38%	No	77%
White	82%	73%	No	84%
English language learners				
Students with disabilities	53%	38%	No	58%
Economically disadvantaged	63%	40%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	27%	37%
Students scoring at or above Achievement Level 4	138	34%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	210	51%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	35%	55%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	7%	20%
Students scoring at or above Achievement Level 4	51	34%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		6
Participation in STEM-related experiences provided for students	1	33%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	87	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	22	2%	1%
Students who are not proficient in reading by third grade	91	25%	18%
Students who receive two or more behavior referrals	32	56%	40%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	54%	40%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parent memberships in PTAS	269	17%	27%%
Increase the number of parents becoming volunteers.	90	6%%	16%%
Increase the number of parents and community members on SAC	11	1%	2.4%

Area 10: Additional Targets

Additional targets for the school

Increase the safety of Sheffield students in inclement weather.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Covered walkways from buildings 1 and 2 to fifteen portables	0		10%

Goals Summary

G1. To increase the proficiency rate on the FCAT Science from 45% to 60%.

G2. To increase our proficiency rate on the Florida Writes from 59% to 65%.

G3. Increase percentage of students in lowest 25% making learning gains on Math FCAT from 35% to 55%.

G4. To increase the student attendance rate from 94.2% to 96.2%.

G5. Students scoring at Achievement Level 3 on FCAT math will increase from 27% to 35%.

G6. To increase the percentage of students scoring achievement level 4 or 5 on the Reading FCAT from 36% to 42%.

G7. Increase percentage of students making learning gains on Reading FCAT from 63% to 70%.

G8. Increase percentage of students in lowest 25% making learning gains on Reading FCAT from 53% to 65%.

G9. To decrease the number of students arriving to school late more than 20 times during the school year from 3.3% to 2.5%.

G10. To increase the percentage of students making learning gains on the math FCAT from 51% to 68%.

G11. Students scoring at Achievement Level 3 on Reading FCAT will increase from 30% to 36%.

G12. To increase the percentage of students scoring achievement level 4 or 5 on the Math FCAT from 34% to 42%

Goals Detail

G1. To increase the proficiency rate on the FCAT Science from 45% to 60%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- New science lesson plan template.
- Daily scheduled time for science in grades K-5
- Use of gradual release of responsibility model for science lessons
- Collaboration planning time by grade level 8 out of 10 days
- Weekly visits from district science coach
- Daily use of student interactive journal
- Use of interactive word wall daily by students
- use of GIZMO technology in grades 2-5.

Targeted Barriers to Achieving the Goal
- Lack of teacher comprehension of science concepts/processes/systems/vocabulary.
- Lack of daily time for science.
- Lack of explicit science lesson plans
- Lack of science experiments/demonstration/hands-on-activities
- Lack of explicit science lesson plans

Plan to Monitor Progress Toward the Goal

Explicit science lesson plans to include proficient knowledge of content with emphasis on concepts, processes,systems, and vocabulary of nature of science, earth and space science, physical and life science.

Person or Persons Responsible
classroom teachers

Target Dates or Schedule:
daily

Evidence of Completion:
lesson plan review forms done weekly by administration

G2. To increase our proficiency rate on the Florida Writes from 59% to 65%.

Targets Supported
- Writing

Resources Available to Support the Goal
- The Common Core Writing Book, K-5 by: Gretchen Owocki
- Interactive Journals in all subject areas
- Parent Volunteers
- Step Up to Writing
- Razzle Dazzle Writing By: Melissa Forney
- Writing Whizardry by: Maity Schrecengost
- 75 Ways to Publish Student Writing
- The Writing Menu By: Melissa Forney

Targeted Barriers to Achieving the Goal
- Teachers adhering to the master schedule
- Lack of time to conference during writing
- Lack of Writing Across Content Areas

Plan to Monitor Progress Toward the Goal

Increasing our proficiency rate on the Florida Writes from 59% to 65%.

Person or Persons Responsible
Administration, Writing Committee, Volunteer Liaison

Target Dates or Schedule:
Administration will monitor regularly The Writing Committee will have discussion and training on the third Tuesday of each month The Volunteer Liaison will monitor volunteers through training and observation regularly

Evidence of Completion:
Interactive journals, Parent Academy Sign-In Sheets for location and hours, Classroom Walk-throughs, Observations, District scores from Writing Prompts

G3. Increase percentage of students in lowest 25% making learning gains on Math FCAT from 35% to 55%.

Targets Supported

Resources Available to Support the Goal
- District Specialist
- Proffesional Development
- Administrative support
- Master Schedule- common planning, RTI
- Lesson Plan template
- Math programs (I-Ready, Reflex Math, Success Maker, etc.

Targeted Barriers to Achieving the Goal
- Instructional Rigor
- Lack of explicit planning
- Lack of knowledge in differentiation

Plan to Monitor Progress Toward the Goal

Support teachers needs based on CAST and walk throughs. Monitoring of Lesson plans. Administration participation in common planning.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
CAST, Lesson plans, Student growth on CGA's and district assessments, coaching logs, walk through forms, exit tickets. RTI interventions

G4. To increase the student attendance rate from 94.2% to 96.2%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers
- Administrators
- school counselor
- Attendance Intervention Team
- Genesis information system

Targeted Barriers to Achieving the Goal

- Students not feeling connected to school,
- Lack of parental awareness of the importance of regular attendance

Plan to Monitor Progress Toward the Goal

Attendance of targeted students will be gathered through Genesis

Person or Persons Responsible
School leadership team

Target Dates or Schedule:
quarterly

Evidence of Completion:
attendance report

G5. Students scoring at Achievement Level 3 on FCAT math will increase from 27% to 35%.

Targets Supported
- CTE

Resources Available to Support the Goal
- 1. District Specialist
- 2. Professional Development
- 3. Administrative support
- 4. Common planning time
- 5. New lesson plan template using the gradual release of responsibility
- 6. Math programs (I-ready, Reflex Math, Success Maker, ect.)

Targeted Barriers to Achieving the Goal
- Instructional Rigor
- Lack of explicit planning
- Lack of knowledge in differentiation

Plan to Monitor Progress Toward the Goal

Support teachers needs based on CAST and current observations. Coordinate classroom observations with the District Specialist. Perform formal and informal observations. Weekly walk-throughs to check lesson plans. Monitor common planning. Development and implementation of a new lesson plan template using the gradual release of responsibility Professional development activities centered on differentiating instruction

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Walk-through forms, lesson plans, Specialist logs, notes from common planning. Professional Development agendas, exit slips, lesson plans, CAST observations

G6. To increase the percentage of students scoring achievement level 4 or 5 on the Reading FCAT from 36% to 42%.

Targets Supported

Resources Available to Support the Goal
- Reading Coach
- District Literacy Specialist
- Common Planning
- Professional Development
- Reading Committee
- New materials and Technology

Targeted Barriers to Achieving the Goal
- Lack of explicit instruction in reading delivered through the Gradual Release of Responsibility Model.
- Lack of use of data to drive instruction.

Plan to Monitor Progress Toward the Goal

Teachers and Leadership Team will monitor CGA's, Common Assessments, and teacher observation data to determine progress toward goal.

Person or Persons Responsible
Reading Coach, Administrators, District Specialists

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Observation Logs, Coaching Logs

G7. Increase percentage of students making learning gains on Reading FCAT from 63% to 70%.

Targets Supported

Resources Available to Support the Goal

- Reading Coach

- District Specialists

- Parent Volunteers

- Lesson Plan Template

- Small Group Differentiation in such areas as vocabulary, reading application, literacy analysis (fiction and nonfiction), informational text and research process.

- Technology Programs

Targeted Barriers to Achieving the Goal

- Lack of time for small group conferences.

- Lack of differentiated instruction in classrooms.

Plan to Monitor Progress Toward the Goal

Monitoring reading proficiency from baseline to FCAT, as measured by common assessments, CGA's, IOWA, and teacher data.

Person or Persons Responsible

Teachers, Leadership Team, District Specialist

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data from common assessments, CGA's, and Iowa

G8. Increase percentage of students in lowest 25% making learning gains on Reading FCAT from 53% to 65%.

Targets Supported

Resources Available to Support the Goal

- Reading Coach

- District Specialists

- Safety Nets in Extended Day

- 60 minutes of differentiation block

- Professional Development and Early Release Days

- Common Time for Planning and Data Chats

Targeted Barriers to Achieving the Goal

- Lack of time for teacher led small groups based on data.

- Lack of experience with differentiation.

Plan to Monitor Progress Toward the Goal

Monitoring of bottom quartile students who are making learning gains.

Person or Persons Responsible
Teachers, Leadership Team, District Specialists

Target Dates or Schedule:
Ongoing

Evidence of Completion:
CGA's, Iowa, Common Assessment, Exit Ticket Data

G9. To decrease the number of students arriving to school late more than 20 times during the school year from 3.3% to 2.5%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Administrators

- Teachers

- Parents

- School Counselor

- Office staff

- PTA

- Sheffield community

Targeted Barriers to Achieving the Goal

- Lack of parental awareness of the importance of on time arrival for student success.

Plan to Monitor Progress Toward the Goal

Monitor the number of students who have decreased rate of late arrivals and the number of students who arrive late 5 or more times in a 30 day period or 10 times during the school year.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Leadership Team meetings once a month

Evidence of Completion:
Team meeting notes

G10. To increase the percentage of students making learning gains on the math FCAT from 51% to 68%.

Targets Supported

Resources Available to Support the Goal
- District specialist
- Professional development
- Administrative support
- Common planning tme
- New lesson plan template
- Math programs (I-ready, Reflex Math, Success Maker, etc.)
- Parent volunteers

Targeted Barriers to Achieving the Goal
- Instructional rigor
- Lack of explicit planning
- Lack of knowledge of differentiation

Plan to Monitor Progress Toward the Goal

Support teacher needs based on CAST and informal walk throughs as well as teacher surveys. Common planning time CAST observations, student performance on district assessments, Administrative walk through forms Professional development on lesson planning New lesson plan template

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Increase in the rigor of instruction as evidenced by the number of higher order questions in plans and observed during lessons. Specialist logs. CAST observations, informal walk through. Administrative notes from common planning meetings. Professional development agendas. Meeting notes, agendas, sign in sheets, lesson plans CAST observations, student performance on district assessments, Administrative walk through forms Agendas. minutes, lesson plans, Student growth on district exams Template, examples developed by administration, teacher lesson plans, notes and agendas from common planning time.

G11. Students scoring at Achievement Level 3 on Reading FCAT will increase from 30% to 36%.

Targets Supported

Resources Available to Support the Goal
- Reading Coach
- District Literacy Specialists
- Lesson Plan Template
- Technology Resources

Targeted Barriers to Achieving the Goal
- Lack of differentiated instruction.
- Reluctance to use Gradual Release of Responsibility Model

Plan to Monitor Progress Toward the Goal

Tracking data from Iowa, CGA's, Common Assessment, and Exit Tickets to note student progress.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
CGA data, Exit Tickets

G12. To increase the percentage of students scoring achievement level 4 or 5 on the Math FCAT from 34% to 42%

Targets Supported

Resources Available to Support the Goal
- District Specialist
- Profesional Development
- Administrative Support
- Common Planning Time
- New Lesson Plan Template Using Gradual Release of Responsibility Model
- Math programs (I-ready, reflex Math, Success Maker, etc.
- Parent Volunteers

Targeted Barriers to Achieving the Goal
- Lack of Explicit Planning
- Lack of Knowledge of Differentiation
- Knowledge of Common Core Standards

Plan to Monitor Progress Toward the Goal

Common planning time for teachers Professional Development Coaching cycle Conduct book studies on A Quick Start Guide to the Common Core Standards

Person or Persons Responsible
Teachers, administrators, Specialist

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lesson plans, walk through forms, notes from meetings, student growth on district exams Agendas, minutes, exit slips, student growth on district exams Coaching logs, observations, administrative notes Agendas, notes, exit slips

Action Plan for Improvement

Problem Solving Key

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

G1. To increase the proficiency rate on the FCAT Science from 45% to 60%.

G1.B1 Lack of teacher comprehension of science concepts/processes/systems/vocabulary.

G1.B1.S1 Develop professional development based on teacher needs. Develop a survey for teachers asking areas of need: nature of science, earth and space science, physical science, and life science. District coach provide professional development in needed areas for teachers. Science lead teacher/ principal attend monthly science lead academy. Science lead teacher provide professional development for teaching staff.

Action Step 1

Develop survey to determine science needs of teachers

Person or Persons Responsible

Science committee

Target Dates or Schedule

October 2013

Evidence of Completion

survey and data from survey

Action Step 2

professional development in needed areas of nature of science, earth and space science, physical science and life science

Person or Persons Responsible

district science coach, science lead teacher, principal

Target Dates or Schedule

early release days, faculty meetings, half day inservice for specific teachers

Evidence of Completion

agendas, lesson plan review forms

Action Step 3

lesson plan review forms, classroom observations, student data from CGA's

Person or Persons Responsible

administration

Target Dates or Schedule

daily

Evidence of Completion

lesson plan review forms, classroom observations, informal observations student data from CGA's

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

Develop survey to determine science needs of teachers

Person or Persons Responsible

Principal and science committee

Target Dates or Schedule

October science committee meeting

Evidence of Completion

data from survey

Plan to Monitor Effectiveness of G1.B1.S1

Analysis of lesson plan review forms

Person or Persons Responsible

Principal, assistant principals

Target Dates or Schedule

weekly

Evidence of Completion

increased student proficiency on CGA's

G1.B2 Lack of daily time for science.

G1.B2.S1 Master schedule includes daily science block of time for grades K-5.

Action Step 1

Master schedule includes daily science block for grades K-5.

Person or Persons Responsible

administration

Target Dates or Schedule

pre-planning

Evidence of Completion

master schedule - teacher daily schedule

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

daily science block of time

Person or Persons Responsible

each classroom teacher

Target Dates or Schedule

every day

Evidence of Completion

teacher daily schedule posted and administration observations of classrooms

Plan to Monitor Effectiveness of G1.B2.S1

daily science block of time

Person or Persons Responsible

administration and district science coach

Target Dates or Schedule

weekly observations

Evidence of Completion

lesson plan review forms and copies of observations

G1.B5 Lack of explicit science lesson plans

G1.B5.S1 Development of new science lesson plan template to include gradual release of responsibility model

Action Step 1

new lesson plan template

Person or Persons Responsible

administration

Target Dates or Schedule

pre-planning professional development, early release 9/25/13.

Evidence of Completion

lesson plan review forms

Plan to Monitor Fidelity of Implementation of G1.B5.S1

check teachers lesson plan template for science

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

copies of lesson plan review form for each teacher

Plan to Monitor Effectiveness of G1.B5.S1

check of science lesson plans

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

increase in student proficiency in nature of science, earth and space science, physical and life science content.

G1.B6 Lack of science experiments/demonstration/hands-on-activities

G1.B6.S1 Implement a 60 minute weekly block of time for science experiments, demonstrations, and hands on science activities

Action Step 1

60 minute science lab block

Person or Persons Responsible

each classroom teacher

Target Dates or Schedule

weekly

Evidence of Completion

teacher weekly schedule and monitoring block by administration

Plan to Monitor Fidelity of Implementation of G1.B6.S1

lesson plan review form

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

review form done when lab time is scheduled

Plan to Monitor Effectiveness of G1.B6.S1

observing classroom lab times

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

data from observations, student science interactive journal entries

G2. To increase our proficiency rate on the Florida Writes from 59% to 65%.

G2.B1 Teachers adhering to the master schedule

G2.B1.S1 Regular classroom walk-throughs

Action Step 1

Teachers adhering to the master schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through observation notes, lesson plans

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

Teachers adhering to master schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through observation notes, lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Teachers adhering to master schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-through notes, lesson plans

G2.B1.S2 Reinforcement of master schedule requirements during grade level meetings and committee meetings

Action Step 1

Reinforcement of master schedule requirements during grade level meetings and writing committee meetings

Person or Persons Responsible

Administration, Writing Committee Chairperson

Target Dates or Schedule

Weekly, Writing Committee Meetings (every third Tuesday of each month)

Evidence of Completion

Meeting Notes, Observations, Walk-throughs

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

Reinforcement of master schedule requirements during grade level meetings and writing committee meetings

Person or Persons Responsible

Administration, Writing Committee Chairperson

Target Dates or Schedule

Weekly, Writing Committee Meetings (every third Tuesday of each month)

Evidence of Completion

Meeting Notes, Observations, Walk-throughs

Plan to Monitor Effectiveness of G2.B1.S2

Reinforcement of master schedule requirements during grade level meetings and writing committee meetings

Person or Persons Responsible

Administration, Writing Committee Chairperson

Target Dates or Schedule

Weekly, Writing Committee Meetings (every third Tuesday of each month)

Evidence of Completion

Meeting Notes, Observations, Walk-throughs

G2.B2 Lack of time to conference during writing

G2.B2.S1 Train volunteers on conferencing practices to support teachers and students

Action Step 1

Train volunteers on conferencing practices to increase student productivity and quality time on task.

Person or Persons Responsible

Volunteer Liaison, Assistant Principal and Fourth Grade Writing Teacher

Target Dates or Schedule

October 15, 2013 and January 9, 2014

Evidence of Completion

Parent Academy Sign-In Sheets

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

Train volunteers on conferencing practices to increase student productivity and quality time on task.

Person or Persons Responsible

Volunteer Liaison, Assistant Principal and Fourth Grade Writing Teacher

Target Dates or Schedule

October 17, 2013 and January 9, 2014

Evidence of Completion

Parent Academy Sign-in Sheets

Plan to Monitor Effectiveness of G2.B2.S1

Train volunteers on conferencing practices to increase student productivity and quality time on task.

Person or Persons Responsible

Volunteer Liaison, Assistant Principal, Fourth Grade Writing Teacher

Target Dates or Schedule

October 17, 2013 and January 19, 2014

Evidence of Completion

Parent Academy Sign-In Sheet

G2.B2.S2 Create a weekly schedule for volunteers to conference with students

Action Step 1

Create a weekly schedule for volunteers to conference with students

Person or Persons Responsible

Volunteer Liaison, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Completed Schedule, Parent Academy Sign-in sheet with location and time

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

Create a weekly schedule for volunteers to conference with students

Person or Persons Responsible

Volunteer Liaison, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Completed Schedule, Parent Academy Sign-In Sheets with hours and locations, and observations

Plan to Monitor Effectiveness of G2.B2.S2

Create a weekly schedule for volunteers to conference with students

Person or Persons Responsible

Volunteer Liaison, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Observations, writing prompt scores

G2.B3 Lack of Writing Across Content Areas

G2.B3.S1 Utilize Interactive Journals across all content areas

Action Step 1

Utilize Interactive Journals across all core content

Person or Persons Responsible

Administration, Reading Coach, District Literacy, Math, and Science Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Journals, Observations of students using interactive journals

Facilitator:

Reading Coach, Science Specialist, Science Teacher

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Utilize Interactive Journals across all content areas

Person or Persons Responsible

Administration, Reading Coach, District Literacy, Math, and Science Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Journals, Observations of students using interactive journals

Plan to Monitor Effectiveness of G2.B3.S1

Utilize Interactive Journals across all content areas

Person or Persons Responsible

Administration, Reading Coach, District Literacy, Math, and Science Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Journals, Observations of students using interactive journals

G2.B3.S2 Student responses (verbal or non-verbal) are articulated using complete sentences with details to support answers in all content areas.

Action Step 1

Student responses (verbal or non-verbal) are articulated using complete sentences with details to support answers in all content areas.

Person or Persons Responsible

Teachers, Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Interactive Journals, Exit Tickets, Writing Folders

Facilitator:

Administration

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Student responses (verbal or non-verbal) are articulated using complete sentences with details to support answers in all content areas.

Person or Persons Responsible

Teachers, Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Interactive Journals, Exit Tickets, Writing Folders

Plan to Monitor Effectiveness of G2.B3.S2

Student responses (verbal or non-verbal) are articulated using complete sentences with details to support answers in all content areas.

Person or Persons Responsible

Teachers, Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Interactive Journals, Exit Tickets, Writing Folders

G3. Increase percentage of students in lowest 25% making learning gains on Math FCAT from 35% to 55%.

G3.B1 Instructional Rigor

G3.B1.S1 Coaching cycle

Action Step 1

Coaching cycle

Person or Persons Responsible

District specialist, teachers, administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased higher order questioning in plans and lesson. Student journals and exit tickets. Feedback from coaching cycle.

Facilitator:

Administration

Participants:

Faculty

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

Support teachers needs based on CAST and walk throughs. Monitoring of Lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, Lesson plans, Student growth on CGA's, Coaching logs, walk through forms.

Plan to Monitor Effectiveness of G3.B1.S1

Support teachers needs based on CAST and walk throughs. Monitoring of Lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST, Lesson plans, Student growth on CGA's, Coaching logs, walk through forms.

G3.B1.S2 Common planning time

Action Step 1

Common planning time

Person or Persons Responsible

Specialist, teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Common planning time

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, minutes, lesson plans, master schedule

Plan to Monitor Effectiveness of G3.B1.S2

Common planning in daily teacher schedule (8 days out of 10)

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, minutes, lesson plans, master schedule

G3.B1.S3 Professional development

Action Step 1

Professional Development in the four major areas of fractions, decimals/percent, geometry, and algebra

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

agenda, minutes, exit slips

Facilitator:

Administration

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

agenda, minutes, exit slips

Plan to Monitor Effectiveness of G3.B1.S3

Professional development

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

agenda, minutes, exit slips, student growth.

G3.B2 Lack of explicit planning

G3.B2.S1 Coaching cycle

Action Step 1

Coaching cycle

Person or Persons Responsible

Specialists, administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Complete lesson plans, coaches logs, administrative walk through forms.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Coaching cycle

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing through October

Evidence of Completion

Complete lesson plans, coaches logs, administrative walk through forms.

Plan to Monitor Effectiveness of G3.B2.S1

coaching cycle

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing through October

Evidence of Completion

Complete lesson plans, coaches logs, administrative walk through forms.

G3.B2.S2 New explicit lesson template using the gradual release of responsibility

Action Step 1

Explicit planning

Person or Persons Responsible

Teachers, Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, coaches logs, admin notes from common planning time, walk through forms

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Explicit planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, coaches logs, admin notes from common planning time, walk through forms

Plan to Monitor Effectiveness of G3.B2.S2

Explicit planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, coaches logs, admin notes from common planning time, walk through forms

G3.B2.S3 Professional development relating to lesson plans and gradual release of responsibility

Action Step 1

Explicit planning

Person or Persons Responsible

Administration, teachers, Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development agendas and powerpoints

Facilitator:

Administration

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Professional development

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development agendas and powerpoints, exit slips

Plan to Monitor Effectiveness of G3.B2.S3

Professional development

Person or Persons Responsible

Teachers,Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development agendas and powerpoints, student growth on district assessments

G3.B3 Lack of knowledge in differentiation

G3.B3.S1 Coaching cycle

Action Step 1

Coaching cycle

Person or Persons Responsible

Specialist, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches logs, Lesson plans, Administrative notes from common planning

Facilitator:

Administration, Specialist

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Coaching cycle

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches logs, Lesson plans, Administrative notes from common planning

Plan to Monitor Effectiveness of G3.B3.S1

Coaching cycle

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches logs, Lesson plans, Administrative notes from common planning, student growth on district exams.

G3.B3.S2 Common planning with grade level and subject areas

Action Step 1

Common planning time

Person or Persons Responsible

Teachers, Administration, Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Master schedule, Administrative notes from common planning, Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Common Planning

Person or Persons Responsible

Teachers, Aministration

Target Dates or Schedule

Ongoing

Evidence of Completion

Master schedule, Administrative notes from common planning, Lesson plans. Student growth on district exams. RTI implimentation.

Plan to Monitor Effectiveness of G3.B3.S2

Common planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Master schedule, Administrative notes from common planning, Lesson plans. Student growth on district exams. RTI implimentation.

G4. To increase the student attendance rate from 94.2% to 96.2%.

G4.B1 Students not feeling connected to school,

G4.B1.S2 Quarterly awards for perfect attendance at K-2 and 3-5 recognition assemblies.

Action Step 1

Quarterly recognition of students with perfect attendance for that quarter.

Person or Persons Responsible

Principal and assistant principals

Target Dates or Schedule

At the end of each nine weeks

Evidence of Completion

Recognition agenda

Plan to Monitor Fidelity of Implementation of G4.B1.S2

nine week assemblies will be planned each quarter

Person or Persons Responsible

Principal

Target Dates or Schedule

at the end of each nine week marking period

Evidence of Completion

quarterly list of students with perfect attendance

Plan to Monitor Effectiveness of G4.B1.S2

The number of students with perfect attendance will increase as well as the number of student absences will decrease.

Person or Persons Responsible

school counselor

Target Dates or Schedule

at the end of each grading period

Evidence of Completion

number of students with perfect attendance, decreased number of student absences

G4.B1.S3 School counselor will meet with small groups of students by grade level once a week for 8 weeks during lunch who have missed 10% or more days last school year. The groups will discuss the importance of attendance and problem solve solutions to attendance barriers (bedtime and morning routines). Incentives will be given for regular attendance.

Action Step 1

Small groups will be formed by grade level of students missing 10% or more of the 2012-2013 school year. Strategies for morning and evening routines that support regular attendance will be brainstormed and each student will make a plan. Incentives will be offered for regular attendance.

Person or Persons Responsible

School Counselor

Target Dates or Schedule

September -November 2013

Evidence of Completion

Counselor log of attendance

Plan to Monitor Fidelity of Implementation of G4.B1.S3

school counselor group roster and attendance

Person or Persons Responsible

leadership team

Target Dates or Schedule

monthly

Evidence of Completion

copy of roster and group attendance

Plan to Monitor Effectiveness of G4.B1.S3

successful - increase in targeted students' attendance, questionable or poor - no change in student attendance rate

Person or Persons Responsible

school counselor

Target Dates or Schedule

attendance will be monitored after the end of each month

Evidence of Completion

attendance report

G4.B1.S4 The teacher will contact the parent/guardian of any student missing three or more consecutive days.

Action Step 1

The teacher will contact parents/guardian of students who missthree days or more.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

after a student misses three or more consecutive days.

Evidence of Completion

Teacher's phone log

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Teacher will keep a log of parent contacts

Person or Persons Responsible

Principal

Target Dates or Schedule

quarterly

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S4

successful - improved student attendance questionable or poor - student attendance rate does not improve

Person or Persons Responsible

leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

attendance report

G4.B2 Lack of parental awareness of the importance of regular attendance

G4.B2.S1 Principal will send home letters school-wide emphasizing the importance of regular attendance.

Action Step 1

Letters sent home school-wide emphasizing the importance of attendance and suggesting strategies for parents.

Person or Persons Responsible

Principal

Target Dates or Schedule

September and October 2013

Evidence of Completion

Copies of letters

Plan to Monitor Fidelity of Implementation of G4.B2.S1

copies of letters

Person or Persons Responsible

Principal

Target Dates or Schedule

three times a year

Evidence of Completion

copies of letters

Plan to Monitor Effectiveness of G4.B2.S1

successful - increased attendance poor - lack of increased attendance

Person or Persons Responsible

school leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

quarterly attendance reports

G4.B2.S2 Parents will be invited to the quarterly recognition assemblies.

Action Step 1

Parents will be invited to the quarterly recognition assemblies. Awards will be given for perfect attendance.

Person or Persons Responsible

Administrators

Target Dates or Schedule

At the end of each nine-week grading period

Evidence of Completion

Recognition assembly program

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2.S3 The teacher will contact the parent/guardian of any student missing three or more consecutive days.

Action Step 1

The teacher will contact the parent/guardian of any student missing three or more consecutive days.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

After a student has missed theree or more consecutive days

Evidence of Completion

Teacher phone log

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Teacher will keep a log of parent contacts

Person or Persons Responsible

Principal

Target Dates or Schedule

quarterly

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S3

successful - improved student attendance poor - no change or increase in student absences

Person or Persons Responsible

leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

quarterly attendance report

G4.B2.S4 Parents will be required to attend Attendance Intervention Team meetings for students who have excessive absences.

Action Step 1

Parents will be required to attend Attendance Intervention Team meetings for students who have excessive absences The team will problem solve with the parent to remove barriers to regular attendance. A contract will be written and signed. The attendance social worker will monitor the student's attendance. Failure to attend will result in a home visit by the attendance social worker to develop a plan and a contract. Failure to comply will result in a referral to the State Attorney's office.

Person or Persons Responsible

School counselor, attendance social worker

Target Dates or Schedule

After a student misses five or more days in a 30 day period or ten or more days in a 90 day period

Evidence of Completion

AIT meeting log, attendance contracts

Plan to Monitor Fidelity of Implementation of G4.B2.S4

Attendance reports will be pulled monthly from Genesis, the student information system, by the data entry clerk or school counselor, parent letters and contracts will be filed in the student's cumulative folder, the school counselor will keep a log of meeting notes

Person or Persons Responsible

School counselor

Target Dates or Schedule

monthly

Evidence of Completion

meeting log and notes, letters and contracts in student folders

Plan to Monitor Effectiveness of G4.B2.S4

monthly attendance reports

Person or Persons Responsible

attendance social worker

Target Dates or Schedule

after the end of each month

Evidence of Completion

a log of student attendance

G5. Students scoring at Achievement Level 3 on FCAT math will increase from 27% to 35%.

G5.B1 Instructional Rigor

G5.B1.S1 Coaching cycle

Action Step 1

Coaching cycle

Person or Persons Responsible

Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Specialist's logs, meeting minutes, walk-through forms, CAST observations, increased complexity of questions asked during instruction. Explicit planning in lesson plans, questioning and differentiation through center activities. Feedback from district specialist and admininstration.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Support teachers needs based on CAST and current observations. Coordinate classroom observations with the District Specialist. Perform formal and informal observations. Weekly walk-throughs to check lesson plans. Monitor common planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

walk-through forms, lesson plans, Specialist logs, notes from common planning.

Plan to Monitor Effectiveness of G5.B1.S1

Support teachers needs based on CAST and current observations. Coordinate classroom observations with the District Specialist. Perform formal and informal observations. Weekly walk-throughs to check lesson plans. Monitor common planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

walkthrough forms, lesson plans, Specialist logs, notes from common planning.

G5.B1.S2 Common planning on grade level and subject area meetings

Action Step 1

Common planning and subject area meetings

Person or Persons Responsible

Specialists, teachers administration

Target Dates or Schedule

Ongoing, Weekly common planning for teachers, monthly subject area meetings

Evidence of Completion

agenda, minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Common planning and subject area meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

agenda, minutes, lesson plans

Plan to Monitor Effectiveness of G5.B1.S2

Common planning on grade level and subject area meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

agenda, minutes, lesson plans

G5.B1.S3 Lesson plan template-gradual release of responsibility model

Action Step 1

Lesson plan template-gradual release of responsibility model

Person or Persons Responsible

Teachers, Administration, Specialist

Target Dates or Schedule

Ongoing, training provided during pre-planning thru October

Evidence of Completion

Lesson plans, agendas, minutes

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Lesson plan template-gradual release of responsibility model

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans, walk through forms

Plan to Monitor Effectiveness of G5.B1.S3

Lesson plan template-gradual release of responsibility model

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans, walk through forms

G5.B2 Lack of explicit planning

G5.B2.S1 Professional development on lesson planning using the gradual release of responsibility model

Action Step 1

Professional development on lesson planning using the gradual release of responsibility model

Person or Persons Responsible

Specialist, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development agendas, exit slips, lesson plans, CASTobservations

Facilitator:

Specialist, Administration, Teachers

Participants:

faculty

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Professional development on lesson planning using the gradual release of responsibility model

Person or Persons Responsible

Administration, Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development agendas, exit slips, lesson plans, Cast observations

Plan to Monitor Effectiveness of G5.B2.S1

Professional development on lesson planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development agendas, exit slips, lesson plans, CAST observations

G5.B2.S2 Development and implementation of a new lesson plan template using the gradual release of responsibility

Action Step 1

Development and implementation of a new lesson plan template using the gradual release of responsibility

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-planning, ongoing

Evidence of Completion

Template, walk through observation forms, Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Development and implementation of a new lesson plan template using the gradual release of responsibility

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Template, walk through observation forms, Lesson Plans

Plan to Monitor Effectiveness of G5.B2.S2

Development and implementation of a new lesson plan template using the gradual release of responsibility

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Template, walk through observation forms, Lesson Plans

G5.B3 Lack of knowledge in differentiation

G5.B3.S1 Coaching cycle

Action Step 1

Coaching cycle

Person or Persons Responsible

Specialist, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Specialist logs, lesson plans, Administrative notes, CAST observations

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Coaching cycle

Person or Persons Responsible

Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Specialist logs, lesson plans, Administrative notes, CAST observations

Plan to Monitor Effectiveness of G5.B3.S1

Coaching cycle

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Specialist logs, lesson plans, Administrative notes, CAST observations

G5.B3.S2 Professional development activities centered on differentiating instruction in the four major areas of fractions/decimals/percent, measurement, geometry, and algebra

Action Step 1

Professional development activities centered on differentiating instruction

Person or Persons Responsible

Specialists, Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

Facilitator:

Specialists, Teachers, Administration

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Professional development activities centered on differentiating instruction

Person or Persons Responsible

Administration, Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

Plan to Monitor Effectiveness of G5.B3.S2

Professional development activities centered on differentiating instruction

Person or Persons Responsible

Administraton

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

G6. To increase the percentage of students scoring achievement level 4 or 5 on the Reading FCAT from 36% to 42%.

G6.B1 Lack of explicit instruction in reading delivered through the Gradual Release of Responsibility Model.

G6.B1.S1 Utilize reading coach to identify needs for instruction and model in classrooms. Schedule observations and opportunities to implement coaching cycle for improved instruction.

Action Step 1

Coaching Cycle- Observation followed by pre-conferences to discuss needs identified during the walkthrough. The coach then will model instruction and debrief with the teacher afterwards.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Coaching Cycle- Observation followed by pre-conferences to discuss needs identified during the walkthrough. The coach then will model instruction and debrief with the teacher afterwards.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

Coaching Schedules and Logs

Plan to Monitor Effectiveness of G6.B1.S1

Coaching Cycle- Observation followed by pre-conferences to discuss needs identified during the walkthrough. The coach then will model instruction and debrief with the teacher afterwards.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

Coaching Logs

G6.B1.S2 Utilize district specialists to identify needs for instruction and model in classrooms. Schedule observations and opportunities to implement coaching cycle for improved instruction.

Action Step 1

Utilize district specialists to identify needs for instruction and model in classrooms. Schedule observations and opportunities to implement coaching cycle for improved instruction.

Person or Persons Responsible

District Specialists

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

District Specialists Log, Coaching Logs

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Utilize district specialists to identify needs for instruction and model in classrooms. Schedule observations and opportunities to implement coaching cycle for improved instruction.

> **Person or Persons Responsible**
>
> District Specialists
>
> **Target Dates or Schedule**
>
> Weekly Scheduled Visits
>
> **Evidence of Completion**
>
> District Specialist Logs, Coaching Logs

Plan to Monitor Effectiveness of G6.B1.S2

Utilize district specialists to identify needs for instruction and model in classrooms. Schedule observations and opportunities to implement coaching cycle for improved instruction.

> **Person or Persons Responsible**
>
> District Specialists, Leadership Team
>
> **Target Dates or Schedule**
>
> Weekly/Ongoing
>
> **Evidence of Completion**
>
> District Specialists Log, Coaching Logs

G6.B1.S3 Develop Professional Development opportunities focused on Gradual Release of Responsibility model throughout the year to support teacher instruction.

Action Step 1

Collaborate with district specialists to design professional development for all grade levels in reading to include gradual release model of instruction.

Person or Persons Responsible

District Specialists, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting Agendas, Professional Development Artifacts

Facilitator:

District Specialists, Model Teacher

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Collaborate with district specialists to design professional development for all grade levels in reading to include gradual release model of instruction.

Person or Persons Responsible

District Specialists, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting Agendas, Professional Development Artifacts

Plan to Monitor Effectiveness of G6.B1.S3

Collaborate with district specialists to design professional development for all grade levels in reading to include gradual release model of instruction.

> **Person or Persons Responsible**
>
> **Target Dates or Schedule**
>
> **Evidence of Completion**

G6.B1.S4 Use common planning time to create explicit lesson plans based on the gradual release of responsibility model. Create enrichment activities in vocabulary, reading application, literacy analysis (fiction and nonfiction) and informational text and research process.

> **Action Step 1**
>
> Teachers will be given common time for planning to meet with other grade level teachers to develop lessons using gradual release of responsibility.
>
> > **Person or Persons Responsible**
> >
> > Teachers, Leadership Team
> >
> > **Target Dates or Schedule**
> >
> > Daily
> >
> > **Evidence of Completion**
> >
> > Lesson Plan Template, Grade Level Meeting Minutes

Plan to Monitor Fidelity of Implementation of G6.B1.S4

> **Person or Persons Responsible**
>
> **Target Dates or Schedule**
>
> **Evidence of Completion**

Plan to Monitor Effectiveness of G6.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B4 Lack of use of data to drive instruction.

G6.B4.S1 Institute a schedule for regular data chats with teachers about their students

Action Step 1

Meet with teachers regularly to have data chats about what instruction our students need.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, Grade Level Meetings

Facilitator:

District Specialists, Leadership Team

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Meet with teachers regularly to have data chats about what instruction our students need.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Log

Plan to Monitor Effectiveness of G6.B4.S1

Meet with teachers regularly to have data chats about what instruction our students need.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, Meeting Logs

G6.B4.S2 Collect data: analyze teacher data, common assessment data, observation data and select teachers to begin implementation of coaching cycle.

Action Step 1

Teachers and Leadership Team will use Inform, common assessment sheets, and data chat forms to analyze where needs are for implementation of coaching cycle.

Person or Persons Responsible

ELA Teachers, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Assessment forms, data chat forms, coaching logs, CGA's, IOWA

Plan to Monitor Fidelity of Implementation of G6.B4.S2

Teachers and Leadership Team will use Inform, common assessment sheets, and data chat forms to analyze where needs are for implementation of coaching cycle.

Person or Persons Responsible

ELA Teachers, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Assessment forms, data chat forms, coaching logs, CGA's, IOWA

Plan to Monitor Effectiveness of G6.B4.S2

Teachers and Leadership Team will use Inform, common assessment sheets, and data chat forms to analyze where needs are for implementation of coaching cycle.

Person or Persons Responsible

ELA Teachers, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Assessment forms, data chat forms, coaching logs, CGA's, IOWA

G6.B4.S3 Design and deliver professional development on research based practices of using data to drive instruction.

Action Step 1

Select date to deliver professional development on how to use data to drive instruction. Deliver scheduled professional development to faculty.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

September 10,2013

Evidence of Completion

Professional Development Agenda

Facilitator:

District Specialists, Leadership Team

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G6.B4.S3

Select date to deliver professional development on how to use data to drive instruction. Deliver scheduled professional development to faculty.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

September 10,2013

Evidence of Completion

Professional Development Agenda

Plan to Monitor Effectiveness of G6.B4.S3

Select date to deliver professional development on how to use data to drive instruction. Deliver scheduled professional development to faculty.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

September 10,2013

Evidence of Completion

Professional Development Agenda

G7. Increase percentage of students making learning gains on Reading FCAT from 63% to 70%.

G7.B1 Lack of time for small group conferences.

G7.B1.S1 Training of volunteers to work with small group conferences in reading instruction.

Action Step 1

Parent Academy for volunteers to be trained on how to support reading instruction in the classroom through conferences.

Person or Persons Responsible

Leadership Team, Teachers

Target Dates or Schedule

October 17, 2013

Evidence of Completion

Attendance at Parent Academy, Attendance Logs of volunteers in classroom

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Parent Academy for volunteers to be trained on how to support reading instruction in the classroom through conferences.

Person or Persons Responsible

Leadership Team, Teachers

Target Dates or Schedule

October 17, 2013

Evidence of Completion

Attendance at Parent Academy, Attendance Logs of volunteers in classroom

Plan to Monitor Effectiveness of G7.B1.S1

Parent Academy for volunteers to be trained on how to support reading instruction in the classroom through conferences.

Person or Persons Responsible

Leadership Team, Teachers

Target Dates or Schedule

October 17, 2013

Evidence of Completion

Attendance at Parent Academy, Attendance Logs of volunteers in classroom

G7.B1.S2 Create master schedule for volunteers to work with students in classrooms.

Action Step 1

Master schedule created so teachers know when volunteers will be in the classroom to support with small group conferences.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule, Volunteer Attendance

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Master schedule created so teachers know when volunteers will be in the classroom to support with small group conferences.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule, Volunteer Attendance

Plan to Monitor Effectiveness of G7.B1.S2

Master schedule created so teachers know when volunteers will be in the classroom to support with small group conferences.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule, Volunteer Attendance Sheets

G7.B2 Lack of differentiated instruction in classrooms.

G7.B2.S1 Coaching Cycle focusing on using data to create centers in the classroom.

Action Step 1

Observations and walkthroughs will be used to identify teachers who need support with using data to create centers. Reading Coach and District Specialists will work on coaching cycle with a focus on centers.

Person or Persons Responsible

Reading Coach, Administration, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, Observations

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Observations and walkthroughs will be used to identify teachers who need support with using data to create centers. Reading Coach and District Specialists will work on coaching cycle with a focus on centers.

Person or Persons Responsible

Reading Coach, Administration, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, Observations

Plan to Monitor Effectiveness of G7.B2.S1

Observations and walkthroughs will be used to identify teachers who need support with using data to create centers. Reading Coach and District Specialists will work on coaching cycle with a focus on centers.

Person or Persons Responsible

Reading Coach, Administration, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, Observations

G7.B2.S2 Develop and Deliver professional development on how to properly implement differentiated instruction within instructional framework.

Action Step 1

Use research based practices to create professional development training on how to properly implement differentiated instruction within the instructional framework.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Observations, Coaching Logs

Facilitator:

Leadership Team, District Specialists

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Use research based practices to create professional development training on how to properly implement differentiated instruction within the instructional framework.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, CGA's, Common Assessments

Plan to Monitor Effectiveness of G7.B2.S2

Use research based practices to create professional development training on how to properly implement differentiated instruction within the instructional framework.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

CGA's, Iowa, Common Assessment, Teacher Data

G8. Increase percentage of students in lowest 25% making learning gains on Reading FCAT from 53% to 65%.

G8.B1 Lack of time for teacher led small groups based on data.

G8.B1.S1 Use of volunteers during RTI and small group instruction time.

Action Step 1

Train volunteers at Parent Academy to be able to work with and monitor students during RTI and Small Group Differentiation hour of class. Create a schedule for volunteers to work in classrooms.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

October 17, 2013/Ongoing

Evidence of Completion

Parent Academy Logs, Attendance logs for volunteers

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Train volunteers at Parent Academy to be able to work with and monitor students during RTI and Small Group Differentiation hour of class. Create a schedule for volunteers to work in classrooms

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Academy Logs, Attendance logs for volunteers

Plan to Monitor Effectiveness of G8.B1.S1

Train volunteers at Parent Academy to be able to work with and monitor students during RTI and Small Group Differentiation hour of class. Create a schedule for volunteers to work in classrooms

Person or Persons Responsible

Teachers, Leadership Team, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Academy Logs, Attendance logs for volunteers

G8.B1.S2 Use of district interventionists and pilot tutoring program to work with small groups based on data.

Action Step 1

Create schedule for utilization of district interventionists and pilot tutoring program to work with bottom quartile students.

Person or Persons Responsible

Leadership Team, District Specialists, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs of Interventionists, Tutoring Logs

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Create schedule for utilization of district interventionists and pilot tutoring program to work with bottom quartile students.

Person or Persons Responsible

Leadership Team, District Specialists, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs of Interventionists, Tutoring Logs

Plan to Monitor Effectiveness of G8.B1.S2

Create schedule for utilization of district interventionists and pilot tutoring program to work with bottom quartile students.

Person or Persons Responsible

Leadership Team, District Specialists, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs of Interventionists, Tutoring Logs

G8.B2 Lack of experience with differentiation.

G8.B2.S1 Deliver professional development at early release day trainings on differentiation.

Action Step 1

Design and deliver professional development on differentiated centers based on data for use in classroom on such areas as vocabulary, literary analysis (fiction and non-fiction), informational text, reading application, and research process.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Walkthroughs, Observations

Facilitator:

Reading Coach

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Design and deliver professional development on differentiated centers based on data for use in classroom.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Walkthroughs, Observations

Plan to Monitor Effectiveness of G8.B2.S1

Design and deliver professional development on differentiated centers based on data for use in classroom.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Walkthroughs, Observations

G8.B2.S2 Utilize coaching cycle from reading coach and district literacy specialists.

Action Step 1

Identify teachers who need support with differentiation and use reading coach and district literacy specialists to implement coaching cycle with a focus on differentiation in the classroom.

Person or Persons Responsible

Reading Coach, District Specialists, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs

Facilitator:

Reading Coach

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G8.B2.S2

Identify teachers who need support with differentiation and use reading coach and district literacy specialists to implement coaching cycle with a focus on differentiation in the classroom.

Person or Persons Responsible

Reading Coach, District Specialists, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of G8.B2.S2

Identify teachers who need support with differentiation and use reading coach and district literacy specialists to implement coaching cycle with a focus on differentiation in the classroom.

Person or Persons Responsible

Reading Coach, District Specialists, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Data from assessments and exit tickets

G9. To decrease the number of students arriving to school late more than 20 times during the school year from 3.3% to 2.5%.

G9.B1 Lack of parental awareness of the importance of on time arrival for student success.

G9.B1.S2 Administrator/Parent conference for students who arrive late to school five or more times in a 30 day period and/or ten or more times during the school year.

Action Step 1

Tardiness will be monitored after the end of the month by the school counselor and the data entry clerk. When a student is late five or more times in a 30 day period or ten or more times during the school year, an administrator will contact the parent to make the parent aware of the educational impact of late arrival to school and to problem solve with the parent to find a solution.

Person or Persons Responsible

The Principal or one of the two assistant principals

Target Dates or Schedule

Tardiness will be monitored at the end of each month by the school counselor and data entry clerk. Lists of students by grade level who are late five or more times in a 30 day period and or 10 or more times during the school year will be printed and distributed to the assigned administrator.

Evidence of Completion

Lists of late arriving students meeting the above criteria printed by grade level, Administrator parent contact log

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Administrators will keep a parent contact log documenting parent contacts.

Person or Persons Responsible

Principal

Target Dates or Schedule

During the first ten days of each month

Evidence of Completion

parent contact log

Plan to Monitor Effectiveness of G9.B1.S2

Successful implementation will produce positive communication between parents and administrators and more punctual arrivals of students. questionable or poor implementation will produce continued or increasing levels of late arrivals.

Person or Persons Responsible

K, 4th - Mrs. Connor; 1st and 3rd - Mrs. Hamner, 2nd and 5th - Mr. Hilliker

Target Dates or Schedule

At the end of each month

Evidence of Completion

number of tardies for selected students

G9.B1.S3 Students who missed 20 or more days last school year and students who are arriving late 5 or more days in a 30 day period or have arrived late ten times this school year will be entered into a quarterly lottery drawing for a $15 gift card. There will be one gift card awarded to the parent of the winning student for each grade level at the end of each quarter.

Action Step 1

Students who arrived late to school more than 20 times during the 2012-13 school year and students who are late five times in a 30 day period or are late ten time this school year are the selected students for this strategy. For each day a selected student arrives on time, he will be entered into a quarterly gift card drawing. The more on time arrivals, the more chances to win. At the end of each quarter there will be one drawing per grade level. A $15 gift card will be given to the parents of each grade level winner.

Person or Persons Responsible

Assistant Principal Mrs. Connor will collaborate with the Sheffield PTA and business partners in the Sheffield community to acquire $15 gift cards for the quarterly drawings. Administrators - Mrs. Hamner, Principal, Mr. Hilliker Assistant Principal and Mrs. Connor, Assistant Principal will hold the drawings at the conclusion of each marking period.

Target Dates or Schedule

At the end of each quarter

Evidence of Completion

Parents of students will be called and congratulated. They will come to the front office to receive their gift card.

Plan to Monitor Fidelity of Implementation of G9.B1.S3

A list of winners will be compiled.

Person or Persons Responsible

Mrs. Connor, Assistant Principal

Target Dates or Schedule

At the end of each quarter

Evidence of Completion

Parents are awarded their gift cards.

Plan to Monitor Effectiveness of G9.B1.S3

Successful implementation will result in fewer late arrivals by the selected students. Questionable or poor implementation will result in a stable or increased number of late arrivals for the selected students.

Person or Persons Responsible

Mrs. Connor, Assistant Principal

Target Dates or Schedule

At the end of each quarter

Evidence of Completion

Number of late arrivals by selected students.

G10. To increase the percentage of students making learning gains on the math FCAT from 51% to 68%.

G10.B1 Instructional rigor

G10.B1.S1 Coaching cycle

Action Step 1

Coaching cycle

Person or Persons Responsible

Specialist, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the rigor of instruction as evidenced by the number of higher order questions in plans and observed during lessons. Specialist logs. CAST observations, informal walk through. Administrative notes from common planning meetings. Professional development agendas.

Facilitator:

Administration, Specialist

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Support teacher needs based on CAST and informal walk throughs as well as teacher surveys.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the rigor of instruction as evidenced by the number of higher order questions in plans and observed during lessons. Specialist logs. CAST observations, informal walk through. Administrative notes from common planning meetings. Professional development agendas.

Plan to Monitor Effectiveness of G10.B1.S1

Support teacher needs based on CAST and informal walk throughs as well as teacher surveys.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the rigor of instruction as evidenced by the number of higher order questions in plans and observed during lessons. Specialist logs. CAST observations, informal walk through. Administrative notes from common planning meetings. Professional development agendas.

G10.B1.S2 Common Planning Time on grade level and subject area

Action Step 1

Common planning with grade levels and subject areas with administrative and specialist support.

Person or Persons Responsible

Teachers, Administration, Specialist

Target Dates or Schedule

Ongoing, weekly on grade level, monthly for subject area

Evidence of Completion

Meeting notes, agendas, sign in sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Common planning with grade levels and subject areas with administrative and specialist support.

Person or Persons Responsible

Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting notes, agendas, sign in sheets, lesson plans

Plan to Monitor Effectiveness of G10.B1.S2

Common planning time

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting notes, agendas, sign in sheets, lesson plans

G10.B1.S3 Professional development based on teacher needs. Develop a survey for teachers asking areas of need: Number - base ten and fractions; expressions, eqations and statisticts; geometry and measurment; District specialist provide professional development in needed areas for teachers. Math lead teacher/ assistant principal attend monthly coaches meeting. Math lead teacher provide professional development for teaching staff.

Action Step 1

Professional Development

Person or Persons Responsible

Specialist, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, survey

Facilitator:

Specialist, Administration, Teachers

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G10.B1.S3

Professional Development

Person or Persons Responsible

Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST observations,student performance on district assessments, Administrative walk through forms

Plan to Monitor Effectiveness of G10.B1.S3

Professional Development

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST observations,student performance on district assessments, Administrative walk through forms, Teacher feedback.

G10.B2 Lack of explicit planning

G10.B2.S1 Professional development on lesson planning

Action Step 1

Professional development on lesson planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

Facilitator:

Administration

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Professional development

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

Plan to Monitor Effectiveness of G10.B2.S1

Professional development on lesson planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

G10.B2.S2 Development of a new lesson plan template

Action Step 1

Lesson plan template

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-planning

Evidence of Completion

template, examples developed by administration, teacher lesson plans, notes and agendas from common planning time.

Plan to Monitor Fidelity of Implementation of G10.B2.S2

lesson plan template

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

template, examples developed by administration, teacher lesson plans, notes and agendas from common planning time.

Plan to Monitor Effectiveness of G10.B2.S2

New lesson plan template

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

template, examples developed by administration, teacher lesson plans, notes and agendas from common planning time.

G10.B3 Lack of knowledge of differentiation

G10.B3.S1 Coaching cycle focusing on using data from district assessments to develop classroom centers.

Action Step 1

Coaching cycle

Person or Persons Responsible

District specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Specialist logs, Observations, District assessments

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Coaching cycle focusing on using data from district assessments to develop classroom centers

Person or Persons Responsible

Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Specialist logs, Observations, District assessments

Plan to Monitor Effectiveness of G10.B3.S1

Coaching cycle focusing on using data from district assessments to develop classroom centers

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Specialist logs, Observations, District assessments

G10.B3.S2 Professional development on how to properly implement differentiated instruction with in the instructional framework.

Action Step 1

Professional development on how to properly implement differentiated instruction with in the instructional framework.

Person or Persons Responsible

Specialist, Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development agenda, sign in sheets, exit slips, classroom observations.

Facilitator:

Specialist, Teachers, Administration

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G10.B3.S2

Professional development on how to properly implement differentiated instruction with in the instructional framework.

Person or Persons Responsible

Administration, specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development agenda, sign in sheets, exit slips, classroom observations.

Plan to Monitor Effectiveness of G10.B3.S2

Professional development on how to properly implement differentiated instruction with in the instructional framework.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development agenda, sign in sheets, exit slips, classroom observations.

G11. Students scoring at Achievement Level 3 on Reading FCAT will increase from 30% to 36%.

G11.B1 Lack of differentiated instruction.

G11.B1.S1 Coaching Cycle focusing on using data to create centers in the classroom.

Action Step 1

Observations and walkthroughs will be used to identify teachers who need support with using data to create centers. Reading Coach and District Specialists will work on coaching cycle with a focus on centers.

Person or Persons Responsible

Reading Coach, Administration, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs,Observations

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Administration and Reading Coach will monitor coaching logs and assessment data to determine how instruction should be differentiated in classrooms.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

CGA's, Common Assessments, Exit Tickets, Coaching Logs

Plan to Monitor Effectiveness of G11.B1.S1

Administration and Reading Coach will monitor coaching logs and assessment data to determine how instruction should be differentiated in classrooms.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

CGA's, Common Assessments, Exit Tickets, Coaching Logs

G11.B1.S2 Develop and Deliver professional development on how to properly implement differentiated instruction within instructional framework in such areas as vocabulary, reading application, literacy analysis (fiction and nonfiction), informational text and research process.

Action Step 1

Use research based practices to create professional development training on how to properly implement differentiated instruction within the instructional framework on such areas as vocabulary, reading application, literacy analysis (fiction and non-fiction), informational text and research process.

Person or Persons Responsible

Leadership Team,District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Observations, Coaching Logs

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Monitor using CGA's, Common Assessments, Exit Tickets, Observations, and Walkthroughs.

Person or Persons Responsible

Leadership Team, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting Notes, CGA's, Exit TIckets, Common Assessments

Plan to Monitor Effectiveness of G11.B1.S2

Observations, Walkthroughs, Assessment Data

Person or Persons Responsible

Administration, Reading Coach, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Coaching Logs

G11.B2 Reluctance to use Gradual Release of Responsibility Model

G11.B2.S1 Coaching Cycle with Reading Coach and District Literacy Specialists on Gradual Release of Responsibility model.

Action Step 1

Use coaching cycle to model gradual release in classrooms for teachers that need support.

Person or Persons Responsible

Reading Coach, District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, District Specialist Logs

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Use coaching cycle to model gradual release in classrooms for teachers that need support. Monitor through walkthroughs and formal and informal observations.

Person or Persons Responsible

Reading Coach, District Literacy Specialists.

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, District Specialist Logs

Plan to Monitor Effectiveness of G11.B2.S1

Use coaching cycle to model gradual release in classrooms for teachers that need support. Monitor through walkthroughs and formal and informal observations. Monitor through observations, walkthroughs, and assessment data.

Person or Persons Responsible

Reading Coach, District Literacy Specialists.

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, District Specialist Logs

G11.B2.S2 Common Time for Planning on grade level to plan lessons with gradual release.

Action Step 1

Develop Common Planning time to plan lessons using gradual release of responsibilities

Person or Persons Responsible

Administration

Target Dates or Schedule

8 out of 10 days of common time for planning

Evidence of Completion

Master Schedule

Action Step 2

Develop Common Planning time to plan lessons using gradual release of responsibilities

Person or Persons Responsible

Administration

Target Dates or Schedule

8 out of 10 days of common time for planning

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G11.B2.S2

Common time for teachers to plan for gradual release of responsibility

Person or Persons Responsible

Administration

Target Dates or Schedule

daily

Evidence of Completion

master schedule

Plan to Monitor Effectiveness of G11.B2.S2

Common time for teachers to plan for gradual release of responsibility

Person or Persons Responsible

Administration, Grade Levels planning together

Target Dates or Schedule

daily

Evidence of Completion

Master Schedule

G12. To increase the percentage of students scoring achievement level 4 or 5 on the Math FCAT from 34% to 42%

G12.B2 Lack of Explicit Planning

G12.B2.S1 Common Planning time for all teachers to collaborate on lesson plans

Action Step 1

Common Planning time for all teachers to collaborate on lesson plans

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

master schedule, administrative notes from meetings, lesson plans

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Common Planning time for all teachers to collaborate on lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans, walk through forms, notes from meetings

Plan to Monitor Effectiveness of G12.B2.S1

Common Planning time for all teachers to collaborate on lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans, walk through forms, notes from meetings, student growth on district exams

G12.B2.S2 Professional development on lesson planning with the emphasis on enrichment of higher order questions

Action Step 1

Professional development on lesson planning

Person or Persons Responsible

Specialist, Administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, minutes, exit slips

Facilitator:

Specialist, Administration, Teachers

Participants:

faculty

Plan to Monitor Fidelity of Implementation of G12.B2.S2

Professional development on lesson planning

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Agendas, minutes, exit slips, student growth on district exams

Plan to Monitor Effectiveness of G12.B2.S2

Professional development on lesson planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, minutes, exit slips, student growth on district exams

G12.B3 Lack of Knowledge of Differentiation

G12.B3.S1 Coaching cycle- utilize district math specialist, administration and teachers with knowledge of differentiation to work with those that lack the knowledge.

Action Step 1

Coaching cycle- utilize district math specialist, administration and teachers with knowledge of differentiation to work with those that lack the knowledge.

Person or Persons Responsible

Math Specialist, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

coaching logs, observations, administrative notes

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Coaching cycle- utilize district math specialist, administration and teachers with knowledge of differentiation to work with those that lack the knowledge.

Person or Persons Responsible

Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

coaching logs, observations, administrative notes

Plan to Monitor Effectiveness of G12.B3.S1

Coaching cycle- utilize district math specialist, administration and teachers with knowledge of differentiation to work with those that lack the knowledge.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

coaching logs, observations, administrative notes

G12.B3.S2 Professional development- utilize experts in the building and district specialist to instruct teachers.

Action Step 1

Professional development- utilize experts in the building and district specialist to instruct teachers.

Person or Persons Responsible

Specialist, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

Facilitator:

Specialist, Administration, Teachers

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G12.B3.S2

Professional development- utilize experts in the building and district specialist to instruct teachers.

Person or Persons Responsible

Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

Plan to Monitor Effectiveness of G12.B3.S2

Professional development- utilize experts in the building and district specialist to instruct teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

G12.B5 Knowledge of Common Core Standards

G12.B5.S1 Conduct book studies on A Quick Start Guide to the Common Core Standards

Action Step 1

Conduct book studies on A Quick Start Guide to the Common Core Standards

Person or Persons Responsible

Administration, Grade level teams

Target Dates or Schedule

Monthly

Evidence of Completion

agendas, notes, exit slips

Plan to Monitor Fidelity of Implementation of G12.B5.S1

Conduct book studies on A Quick Start Guide to the Common Core Standards

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

agendas, notes, exit slips

Plan to Monitor Effectiveness of G12.B5.S1

Conduct book studies on A Quick Start Guide to the Common Core Standards

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

agendas, notes, exit slips

G12.B5.S2 Coaching cycle-meet with teachers during common planning to discuss misunderstandings

Action Step 1

Coaching cycle-meet with teachers during common planning to discuss misunderstandings

Person or Persons Responsible

Administration, Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Notes, agendas

Plan to Monitor Fidelity of Implementation of G12.B5.S2

Coaching cycle-meet with teachers during common planning to discuss misunderstandings

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Notes, agendas

Plan to Monitor Effectiveness of G12.B5.S2

Coaching cycle-meet with teachers during common planning to discuss misunderstandings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

notes, agendas

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 - DCSB has a district program for Drop-Out Prevention called STAR. Second/Third/Fourth/Fifth
grade students who are two years over aged are eligible for this program. Currently Sheffield has one student
in the STAR program at another elementary school.
Title II Each school receives funds from DCSB to provide small equipment for general education classrooms.
FCAT test maker, GIZMO, Success Maker, Destination Success, and iReady 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 Foundation training and Red Ribbon Week. These programs support prevention of violence 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 tutoring during the school day, after school , extended day and possibly Saturday school. Tutors are highly qualified staff as instructors as well as supplies for said tutoring.
Violence Prevention Program - Sheffield has been engaged with the Foundation Program to decrease negative behavior of children. The foundation program will provide each teacher with CHAMPS and behavior plans for large common areas of the school such as the cafeteria and dismissal plans. Behavior clip chart and classroom and moderate/severe referrals will be implemented this year as well.
Nurtition- DCSB health curriculum in grades K-5 discuss nutrition.
Housing - N/A
Head Start - N/A
Adult education - N/A
CET training - N/A
Job Training - N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. To increase our proficiency rate on the Florida Writes from 59% to 65%.

G2.B3 Lack of Writing Across Content Areas

G2.B3.S1 Utilize Interactive Journals across all content areas

PD Opportunity 1

Utilize Interactive Journals across all core content

Facilitator

Reading Coach, Science Specialist, Science Teacher

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Journals, Observations of students using interactive journals

G2.B3.S2 Student responses (verbal or non-verbal) are articulated using complete sentences with details to support answers in all content areas.

PD Opportunity 1

Student responses (verbal or non-verbal) are articulated using complete sentences with details to support answers in all content areas.

Facilitator

Administration

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Interactive Journals, Exit Tickets, Writing Folders

G3. Increase percentage of students in lowest 25% making learning gains on Math FCAT from 35% to 55%.

G3.B1 Instructional Rigor

G3.B1.S1 Coaching cycle

PD Opportunity 1

Coaching cycle

Facilitator

Administration

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased higher order questioning in plans and lesson. Student journals and exit tickets. Feedback from coaching cycle.

G3.B1.S3 Professional development

PD Opportunity 1

Professional Development in the four major areas of fractions, decimals/percent, geometry, and algebra

Facilitator

Administration

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

agenda, minutes, exit slips

G3.B2 Lack of explicit planning

G3.B2.S3 Professional development relating to lesson plans and gradual release of responsibility

PD Opportunity 1

Explicit planning

Facilitator

Administration

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development agendas and powerpoints

G3.B3 Lack of knowledge in differentiation

G3.B3.S1 Coaching cycle

PD Opportunity 1

Coaching cycle

Facilitator

Administration, Specialist

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches logs, Lesson plans, Administrative notes from common planning

G5. Students scoring at Achievement Level 3 on FCAT math will increase from 27% to 35%.

G5.B2 Lack of explicit planning

G5.B2.S1 Professional development on lesson planning using the gradual release of responsibility model

PD Opportunity 1

Professional development on lesson planning using the gradual release of responsibility model

Facilitator

Specialist, Administration, Teachers

Participants

faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development agendas, exit slips, lesson plans, CASTobservations

G5.B3 Lack of knowledge in differentiation

G5.B3.S2 Professional development activities centered on differentiating instruction in the four major areas of fractions/decimals/percent, measurement, geometry, and algebra

PD Opportunity 1

Professional development activities centered on differentiating instruction

Facilitator

Specialists, Teachers, Administration

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

G6. To increase the percentage of students scoring achievement level 4 or 5 on the Reading FCAT from 36% to 42%.

G6.B1 Lack of explicit instruction in reading delivered through the Gradual Release of Responsibility Model.

G6.B1.S3 Develop Professional Development opportunities focused on Gradual Release of Responsibility model throughout the year to support teacher instruction.

PD Opportunity 1

Collaborate with district specialists to design professional development for all grade levels in reading to include gradual release model of instruction.

Facilitator

District Specialists, Model Teacher

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting Agendas, Professional Development Artifacts

G6.B4 Lack of use of data to drive instruction.

G6.B4.S1 Institute a schedule for regular data chats with teachers about their students

PD Opportunity 1

Meet with teachers regularly to have data chats about what instruction our students need.

Facilitator

District Specialists, Leadership Team

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs, Grade Level Meetings

G6.B4.S3 Design and deliver professional development on research based practices of using data to drive instruction.

PD Opportunity 1

Select date to deliver professional development on how to use data to drive instruction. Deliver scheduled professional development to faculty.

Facilitator

District Specialists, Leadership Team

Participants

Faculty

Target Dates or Schedule

September 10,2013

Evidence of Completion

Professional Development Agenda

G7. Increase percentage of students making learning gains on Reading FCAT from 63% to 70%.

G7.B2 Lack of differentiated instruction in classrooms.

G7.B2.S2 Develop and Deliver professional development on how to properly implement differentiated instruction within instructional framework.

PD Opportunity 1

Use research based practices to create professional development training on how to properly implement differentiated instruction within the instructional framework.

Facilitator

Leadership Team, District Specialists

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Observations, Coaching Logs

G8. Increase percentage of students in lowest 25% making learning gains on Reading FCAT from 53% to 65%.

G8.B2 Lack of experience with differentiation.

G8.B2.S1 Deliver professional development at early release day trainings on differentiation.

PD Opportunity 1

Design and deliver professional development on differentiated centers based on data for use in classroom on such areas as vocabulary, literary analysis (fiction and non-fiction), informational text, reading application, and research process.

Facilitator

Reading Coach

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Walkthroughs, Observations

G8.B2.S2 Utilize coaching cycle from reading coach and district literacy specialists.

PD Opportunity 1

Identify teachers who need support with differentiation and use reading coach and district literacy specialists to implement coaching cycle with a focus on differentiation in the classroom.

Facilitator

Reading Coach

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs

G10. To increase the percentage of students making learning gains on the math FCAT from 51% to 68%.

G10.B1 Instructional rigor

G10.B1.S1 Coaching cycle

PD Opportunity 1

Coaching cycle

Facilitator

Administration, Specialist

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the rigor of instruction as evidenced by the number of higher order questions in plans and observed during lessons. Specialist logs. CAST observations, informal walk through. Administrative notes from common planning meetings. Professional development agendas.

G10.B1.S3 Professional development based on teacher needs. Develop a survey for teachers asking areas of need: Number - base ten and fractions; expressions, eqations and statisticts; geometry and measurment; District specialist provide professional development in needed areas for teachers. Math lead teacher/ assistant principal attend monthly coaches meeting. Math lead teacher provide professional development for teaching staff.

PD Opportunity 1

Professional Development

Facilitator

Specialist, Administration, Teachers

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, survey

G10.B2 Lack of explicit planning

G10.B2.S1 Professional development on lesson planning

PD Opportunity 1

Professional development on lesson planning

Facilitator

Administration

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

G10.B3 Lack of knowledge of differentiation

G10.B3.S2 Professional development on how to properly implement differentiated instruction with in the instructional framework.

PD Opportunity 1

Professional development on how to properly implement differentiated instruction with in the instructional framework.

Facilitator

Specialist, Teachers, Administration

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development agenda, sign in sheets, exit slips, classroom observations.

G12. To increase the percentage of students scoring achievement level 4 or 5 on the Math FCAT from 34% to 42%

G12.B2 Lack of Explicit Planning

G12.B2.S2 Professional development on lesson planning with the emphasis on enrichment of higher order questions

PD Opportunity 1

Professional development on lesson planning

Facilitator

Specialist, Administration, Teachers

Participants

faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, minutes, exit slips

G12.B3 Lack of Knowledge of Differentiation

G12.B3.S2 Professional development- utilize experts in the building and district specialist to instruct teachers.

PD Opportunity 1

Professional development- utilize experts in the building and district specialist to instruct teachers.

Facilitator

Specialist, Administration, Teachers

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, exit slips, lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G12.	To increase the percentage of students scoring achievement level 4 or 5 on the Math FCAT from 34% to 42%	$1,000
	Total	$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Instructional	$1,000	$1,000
Total	$1,000	$1,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G12. To increase the percentage of students scoring achievement level 4 or 5 on the Math FCAT from 34% to 42%

G12.B5 Knowledge of Common Core Standards

G12.B5.S1 Conduct book studies on A Quick Start Guide to the Common Core Standards

Action Step 1

Conduct book studies on A Quick Start Guide to the Common Core Standards

Resource Type

Professional Development

Resource

Professional Reading to better understand Common Core Standards across grade levels

Funding Source

Instructional

Amount Needed

$1,000