

Louis S. Sheffield Elementary School

13333 LANIER RD, Jacksonville, FL 32226

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	41%

Alternative/ESE Center	Charter School	Minority
No	No	37%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

Sheffield Elementary has a full time school counselor. The school counselor makes classroom visits, has lunch buddy groups, as well as parent contact and teacher referrals. When a child is in need the school counselor assists the child and parent. Sheffield is fortunate to also have a Military Liaison who is at the school 3 days a week to assist with military family needs. With Behavior Support students on site, the school has a site coach who assists with the needs of our behavior support children. Duval County District also has a service called 211 to assist families in need. Classroom teachers can also use the Rtl approach for student social-emotional needs which collects data over time to determine how the needs of child can be serviced. Classrooms also use the Second Step curriculum which is a violence prevention program that teaches students social skills such as empathy and conflict resolution.

Early Warning Systems

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	21	15	8	19	9	9	81
One or more suspensions	0	5	6	12	7	8	38
Course failure in ELA or Math	4	2	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	33	14	18	65

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

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	1	4	3	4	12

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Hamner, Susan	Principal
Harris, Meshell	Assistant Principal
Godbolt, Jared	Instructional Coach
Hilliker, Michael	Assistant Principal
brown, Virginia	Guidance Counselor

Duties

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

Susan Hamner, Principal – chair of the Science PLC

Meshell Harris, 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.

Sara Edwards, 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.

Vicki Hinson, 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.

Tracy Forrest, 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.

Christine Snyder, 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.

Steven Carmichael, 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.

Sheryl Anderson, Behavior Supports Site Coach – collaborates with grade level CPSTs and the RtI Leadership Team to develop behavior intervention plans.

-

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Grade level Collaborative Problem Solving Teams and cross grade level subject area PLCs meet monthly to analyze assessment data and student work to assist in developing strategies for meeting the needs of the bottom 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.

Title 1, Part A - Services are provided to ensure students requiring additional remediation are assisted during school, after school and or summer school.

Title 1 Part C - At present Sheffield does not have any migrant families

Title 1 Part D - Second/Third/Fourth/Fifth grade students who are two years over aged are eligible for this program.

Title II Each school receives funds from DCSB to provide small equipment for general education classrooms.

FCAT test maker, GIZMO, 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 Foundations training, Second Step and Red Ribbon Week. These programs support prevention of violence and bullying and use of drugs. These programs also prevent the possible use of alcohol, tobacco, drugs and foster a safe and civil school environment.

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

Supplemental Academic Instruction(SAI) is provided to students through tutoring during the school day, after school, and extended day. SAI provides highly qualified staff as instructors/tutors as well as supplies for said tutoring. Tutoring this year will be before and after school. Mondays - Writing, Tuesday - reading and Thursday - math.

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

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

Housing - N/A

Head Start - N/A

Adult education - N/A

CET training - N/A

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Susan Hamner	Principal
Patricia Feagle	Parent
Steve Hatton	Parent
Felicia Battle	Business/Community
Vicki Tilley	Education Support Employee
Kim Moore	Parent
Nicole Kaiser	Parent
Meshell Harris	Teacher
Sheryl Anderson	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC committee reviews the School Improvement plan from that year in May. The committee has input on what worked and what needs to be changed. In September of each year the SAC committee reviews the new SIP plan, and has input on what is working and what needs to be improved. The SAC meetings will be held on the following dates: September 15, October 13, November 17, January 12, February 9, March 9, April 13, and May 11. Meetings will be held in the main conference room at 6:00pm.

Development of this school improvement plan

The SAC assists in the preparation and evaluation of the school improvement plan throughout the school year. SAC reviews the SIP in September, January and May of each year and offers feedback for improvement. This school year the SAC budget helped purchase science supplies and a computer program for students called study island.

Preparation of the school's annual budget and plan

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

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

School Improvement funds were used to purchase Study Island for fifth grade science and science supplies and materials for grades K-5 (\$3000). 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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Godbolt, Jared	Instructional Coach
Hamner, Susan	Principal
Harris, Meshell	Assistant Principal
Hilliker, Michael	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

Each grade level K-5 has collaborative planning 8 days out of 10 days. When grade level teachers are planning, the students are at resource classes (art, music, PE, and media). Teachers use collaborative planning to unpack the Florida Standards looking for proficiency and then planning lessons using the DCPS curriculum guide. Lesson are in the format of gradual release, close reading, and differentiated center activities. The instructional coach works with teachers during collaborative planning time to support in this process as well. Teachers on grade levels also plan before and after school when needed.

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

Sheffield Elementary uses pre-planning exercises to introduce, review and refresh. New teachers are paired with mentor teachers (on grade level) and PDF. The reading coach conducts coaching cycles throughout the year on an as needed basis. 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.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

DCSB provides teachers with curriculum guides which are based on the Florida standards. During collaborative planning times teachers plan together to provide explicit instruction on these standards. Each Florida Standard is unpacked and lessons are then designed to meet proficiency.

Administration

monitors lesson plans weekly, checking for the use of I-Ready, Achieve 3000, GIZMO, and other programs which are found in the curriculum guides. The reading coach is utilized during collaborative planning time and in classroom walkthroughs during coaching cycles to ensure adherence to Florida Standards.

Instructional Strategies

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

Sheffield Elementary uses the data from Curriculum Guide Assessments (CGA), I-Ready and Achieve 3000 to determine the proficiency of students. Duval County uses the program Performance Matters which

disaggregates this data. Each grade level has data chats with administration at the end of the 9 week grading period where the grade level analyzes this data to determine next step. Determining which standards need to be retaught whole group and which need to appear in center rotations is the focus of the data chats. The next steps determine which student will be in which differentiated group to help reach proficiency of standard.

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

Strategy: Extended School Day

Minutes added to school year: 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, I-Ready and Achieve 3000 to instruct their safety net students in grades K-5 for one hour each week.

Writing- Teachers in extended day will use Write to Learn to instruct their fourth/fifth 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 Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

Administration tested kindergarten students over the summer using a teacher-created kindergarten baseline assessment (letters, sounds, counting, identifying numbers, rhyming, identifying sight words) to appropriately schedule students. Teachers had data on students on the first day of school and planned based on individual needs. In grades 1-5 students are administered the I-Ready test in reading and math to determine each child's level. This data helps teachers with differentiation in gradual release and center activities. Also field trips to the middle schools are implemented so that fifth graders can transition smoothly into their new school.

College and Career Readiness

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

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

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

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

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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


Strategic Goals Summary

- G1.** To increase parent involvement with the school by 10% from 1819 parents to 2001 parents. This will include PTA membership, SAC membership, volunteer hours, and attendance at after school activities such as Orientation, Open House, Science Night, Science Fair Night, Winter and Spring Programs and award assemblies.
- G2.** To decrease the annual number of school referrals by 10% from 206 to 185 this school year. Specifically looking at decreasing the number of referrals from the students with disabilities population. To decrease out of school suspensions by 20% from 38 to 30.
- G3.** To implement close reading in ELA blocks in grade levels K-5.
- G4.** To increase the differentiation in center activities in all content areas in all grade levels K-5
- G5.** All teachers in all content areas will increase the use of gradual release of responsibility model of instruction delivery as it aligns with Florida Common Standards to FAR assessments (grades 3/4/5) and post CGA and I-Ready assessment (grades K/1/2).
- G6.** To decrease the number of students arriving to school late more than 20 times during the school year from 3.3% to 2.5%. To decrease the number of students missing 20 days or more from school by 10% from 71 (9%) to 58 (8%).

Strategic Goals Detail

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

G1. To increase parent involvement with the school by 10% from 1819 parents to 2001 parents. This will include PTA membership, SAC membership, volunteer hours, and attendance at after school activities such as Orientation, Open House, Science Night, Science Fair Night, Winter and Spring Programs and award assemblies. **1a**

 G043476

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	10.0

Resources Available to Support the Goal **2**

- School events well planned and supervised.
- Communicate in a timely manner events to parents so that parents can plan to attend.
- Provide professional communication from school to parents.

Targeted Barriers to Achieving the Goal **3**

- Lack of timely communication to parents regarding events.
- Lack of "professionalism" with communication to parents.

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

At various school sponsored events, such as orientation, open house, science night, SAC meetings, winter program, math night, spring program, more parents will attend.

Person Responsible

Susan Hamner

Schedule

Monthly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Sign in sheets from school events will be tabulated, looking for a 10% increase in parent involvement with Sheffield Elementary School.

G2. To decrease the annual number of school referrals by 10% from 206 to 185 this school year. Specifically looking at decreasing the number of referrals from the students with disabilities population. To decrease out of school suspensions by 20% from 38 to 30. **1a**

G042248

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	10.0
One or More Suspensions	20.0

Resources Available to Support the Goal **2**

- Continue use of Foundations Program with emphasis on CHAMPS for all activities and transitions in classrooms.
- Continue use of clip chart for student behavior in all classrooms
- Continue monthly Foundation meetings with representation by all grade levels and resources
- Continue daily cafeteria plan for all children.
- Continue daily arrival and dismissal plan for all children
- Continue to follow Sheffield Elementary's management crisis plan
- Continue to follow the school's classroom and moderate/severe referrals
- Continue to follow the new DCSB elementary code of conduct
- Continue to use the planner/agenda to communicate student behavior to parents on a daily basis.
- Continue to reward students for good behavior using the charms/necklace, monthly proud panther, and student of the week in classrooms.
- Teachers will use new techniques (Behavior Intervention Plan) with students with disabilities to help with behavior

Targeted Barriers to Achieving the Goal **3**

- Teachers not using the clip chart consistently
- Teachers need other behavior intervention management techniques to help our students with disabilities in the classroom.
- School not communicating clearly to parents the behavior issues and a plan to correct the misbehaviors that parents can implement at home.

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

The number of moderate/severe referrals coming to assistant principals will decrease by 10%.

Person Responsible

Susan Hamner

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

185 or less moderate/severe referrals for the end of the 2015 school year.

G3. To implement close reading in ELA blocks in grade levels K-5. 1a

G041712

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
FAA Writing Proficiency	60.0

Resources Available to Support the Goal 2

- Collaborative planning for each grade level 8 out of 10 days during resource (50 minutes).
- DCSB curriculum guide
- Utilizing school reading coach and district ELA coaches to model and observe in classrooms
- Develop Professional Development opportunities on Close Reading
- Observe other teachers who are masters in implementing close reading in classrooms

Targeted Barriers to Achieving the Goal 3

- Not understanding the concept of close reading
- Not utilizing resources to develop close reading activities
- Not utilizing the school coach or district coaches to observe and model close reading

Plan to Monitor Progress Toward G3. 8

Data from CGA's will show increased student proficiency in reading standards.

Person Responsible

Jared Godbolt

Schedule

Quarterly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Data from Performance Matters data system will be analyzed in quarterly data chat forms from each teacher.

G4. To increase the differentiation in center activities in all content areas in all grade levels K-5 1a

G041698

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	79.0
AMO Reading - All Students	80.0
FCAT 2.0 Science Proficiency	75.0
FAA Writing Proficiency	60.0

Resources Available to Support the Goal 2

- DCSB curriculum guides
- Florida common core standards
- Collaborative planning for each grade level 8 out of 10 days
- Master schedule has specific blocks of time for ELA, math, science
- School reading coach and district coaches in math, science and ELA
- Performance Matters data system
- Professional Development in differentiation of centers
- Additional materials and web sites to help with developing center activities
- Trained volunteers to help monitor centers
- Technology - achieve 3000, I-Ready, Write to Learn, GIZMO, Study Island
- Monthly content committee meetings with vertical articulation K-5

Targeted Barriers to Achieving the Goal 3

- Lack of data driven differentiated center rotations during center block of the instructional framework
- Lack of teacher knowledge on how to differentiate centers based on unpacked Florida standard

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Susan Hamner

Schedule

Quarterly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Increased proficiency rates will be evident from each CGA (1,2,3) testing.

G5. All teachers in all content areas will increase the use of gradual release of responsibility model of instruction delivery as it aligns with Florida Common Standards to FAR assessments (grades 3/4/5) and post CGA and I-Ready assessment (grades K/1/2). **1a**

G037409

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Math - All Students	79.0
FAA Writing Proficiency	60.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal **2**

- Use of gradual release of responsibility lesson plan template for all content areas
- Daily block of teaching time for ELA, math, and science for each grade level K-5.
- Collaborative planning time by grade level 8 out of 10 days during resource time (50 minute block). Use collaborative planning to create explicit plans based on GRR. Create enrichment activities in vocabulary, application, informational text and research process, problem solving, use of manipulatives, hands-on activities and demonstrations to support understanding of content.
- Daily use of interactive journal for all content levels
- Use of computer programs such as I-Ready, Achieve 3000, FKLRS, GIZMO, Study Island to support GRR.
- Use of thinking maps to organize student thoughts into visual maps
- Use of CGA's each nine weeks to determine progress of student proficiency.
- Use of performance matters to track data to drive instruction.
- Differentiate the "You do" into activities for high/medium/low understanding based on student data.
- Using the school coach, district coaches, peer teachers and administration; develop professional development and CLC opportunities focused on GRR model throughout the year to support teacher instruction.

Targeted Barriers to Achieving the Goal **3**

- Lack of teacher understanding of explicit instruction in content areas delivered through the components of gradual release of responsibility model.
- Lack of teacher understanding of how to unpack the standards and determining what student proficiency looks like for that standard.
- Lack of analyzing data to determine level of student understanding to drive differentiated "you do" activities as well appropriate planning of premium lessons for the "I do" and "we do" portions of GRR.

Plan to Monitor Progress Toward G5. 8

Quarterly CGA's will be monitored for student proficiency for all standards in reading, writing, math, and science.

Person Responsible

Susan Hamner

Schedule

Quarterly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Individual student scores on Performance Matters which reflect I-Ready results and quarterly CGA's.

G6. To decrease the number of students arriving to school late more than 20 times during the school year from 3.3% to 2.5%. To decrease the number of students missing 20 days or more from school by 10% from 71 (9%) to 58 (8%). 1a

G037417

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Resources Available to Support the Goal 2

- Daily attendance taken by every classroom teacher.
- Daily communication between teacher and parent using the planner/agenda
- Parents writing notes on reason students are absent.
- School counselor working with students on importance of attending school.
- Office staff working with parents in office. Positive and parent friendly atmosphere in office.
- PTA working with parents emphasizing the importance of attending school.
- Daily lessons which engage students in academics.

Targeted Barriers to Achieving the Goal 3

- Lack of parental awareness of the importance of attending school every day and on time arrival for student success.

Plan to Monitor Progress Toward G6. 8

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 Responsible

Virginia brown

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Team meeting notes

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase parent involvement with the school by 10% from 1819 parents to 2001 parents. This will include PTA membership, SAC membership, volunteer hours, and attendance at after school activities such as Orientation, Open House, Science Night, Science Fair Night, Winter and Spring Programs and award assemblies. **1**

 G043476

G1.B2 Lack of timely communication to parents regarding events. **2**

 B106545

G1.B2.S1 Monthly calendars (with school events) are developed a month ahead of time and sent to parents a week before month begins so that parents can plan schedules. **4**

 S117845

Strategy Rationale

If parents know ahead of time about events, parents can schedule attendance to events.

Action Step 1 **5**

Principal plans events at beginning of year and works 2 months ahead of schedule to set dates for various events.

Person Responsible

Susan Hamner

Schedule

Monthly, from 8/4/2014 to 6/5/2015

Evidence of Completion

Principal's master calendar.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Main office paraprofessional by the 20th of the month, looks at Principal's calendar and develops next months calendar with events.

Person Responsible

Susan Hamner

Schedule

Monthly, from 9/22/2014 to 5/20/2015

Evidence of Completion

Monthly calendar is printed and sent to websites.

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

With monthly calendars parents are made aware of school events, fewer calls come to office about events.

Person Responsible

Susan Hamner


Schedule

Daily, from 9/5/2014 to 6/5/2015

Evidence of Completion

Increased parent attendance at school events.

G1.B2.S2 Calendars and events are sent to parents via hard copy in student agendas, web sites (PTA, school web site, parent 101), school marquee, school messenger and word of mouth. 4

 S117846

Strategy Rationale

The more ways the events are communicated home to parents the more notice parents have.

Action Step 1 5

Monthly calendars are sent home in student agenda's (hard copy) and monthly calendars placed on websites.

Person Responsible

Susan Hamner

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Calendars can be found on websites and are up to date. Parents post monthly calendars at home.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monthly calendars can be viewed on websites as well as using remind 101. Hard copy of monthly calendar sent home in student agenda before month starts.

Person Responsible

Susan Hamner

Schedule

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

Evidence of Completion

More parents will attend school functions. Parent sign in sheets will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Parent sign in sheets will be collected at each event to determine increase in parental attendance.

Person Responsible

Susan Hamner


Schedule

Monthly, from 8/14/2014 to 6/5/2015

Evidence of Completion

From sign in sheets, parent names will be counted to determine if parental involvement has increased.

G1.B2.S3 Incentives are awarded to parents to join PTA, and attend events. 4

 S117847

Strategy Rationale

If children are performing or can earn an award, parents may come to school more often for events.

Action Step 1 5

Incentives will be determined by PTA and administration.

Person Responsible

Susan Hamner

Schedule

Monthly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Log will be kept with number of incentives given per event.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Log of number of students who earn incentives will be collected

Person Responsible

Susan Hamner

Schedule

Monthly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Log of number of students who earn incentives will be collect. Example 44 students entered 9/5/14 dance free due to parent becoming a member of PTA.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Log of number of incentives will be monitored by Principal for effectiveness.

Person Responsible

Susan Hamner


Schedule

Monthly, from 9/5/2014 to 6/5/2015


Evidence of Completion

Log of number of students who earn incentives will be kept with Principal.

G1.B3 Lack of "professionalism" with communication to parents. 2

 B106546

G1.B3.S1 School staff (administrator, teachers, staff) will review professional etiquette for communicating with the public. 4

 S117893

Strategy Rationale

Professional conversations with public increase positive behavior from all.

Action Step 1 5

Professional development of various techniques on how to professionally communicate with the public

Person Responsible

Schedule

On 8/14/2014

Evidence of Completion

Inservice on the importance of communicating positively with school community.

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

Parent complaints will be placed on a monitoring form and addressed.

Person Responsible

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Parent complaint forms will be collected and housed with administrators.

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

Number of parent concerns/complaints will decrease 10% this school year.

Person Responsible

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Concern/complaint forms will be tabulated at end of year and compared with last years numbers.

G2. To decrease the annual number of school referrals by 10% from 206 to 185 this school year. Specifically looking at decreasing the number of referrals from the students with disabilities population. To decrease out of school suspensions by 20% from 38 to 30. 1

G042248

G2.B2 Teachers not using the clip chart consistently 2

B103042

G2.B2.S1 Monitor the use of the clip chart in each classroom when administration visits rooms. 4

S115198

Strategy Rationale

Monitoring classrooms improves the use of the clip chart.

Action Step 1 5

During lesson plan review, focus walks, informal and formal observations, administration will check for the proper use of the clip chart.

Person Responsible

Meshell Harris

Schedule

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

Evidence of Completion

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

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

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

Conference would be either praise for a job well done or next time I come in I want to see that the clip chart is use.

Person Responsible

Meshell Harris

Schedule

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

Evidence of Completion

Notes from conference with teacher/administration filed. Next observation should show use of clip chart.

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

After conference with teacher, teacher and administrator will determine if professional development is needed, modeling, or simply better use of clip chart by teacher. Number of discipline referrals decrease 10% at year end.

Person Responsible

Meshell Harris


Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Next observation in classroom should show better implementation of clip chart with students. 10% less discipline referrals at year end.

G2.B3 Teachers need other behavior intervention management techniques to help our students with disabilities in the classroom. **2**

 B103043

G2.B3.S1 Provide professional development for behavior intervention plans to be used for students with disabilities. **4**

 S115205

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Susan Hamner

Schedule

On 8/14/2014

Evidence of Completion

Powerpoint used for professional development on Behavior Intervention Plan

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

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

Person Responsible

Susan Hamner

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

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

Person Responsible

Susan Hamner


Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

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

G2.B3.S2 Classroom teacher and ESE teacher will work together to develop an appropriate behavior intervention plan to improve behavior 4

 S116940

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Susan Hamner

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Behavior Intervention Plan for said behavior for individual student.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

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

Person Responsible

Michael Hilliker

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Inappropriate behavior for child will decrease and eventually disappear.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Classroom teacher will continue implementing Behavior Intervention Plan

Person Responsible

Michael Hilliker

Schedule

Daily, from 9/2/2014 to 5/29/2015


Evidence of Completion

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

G2.B7 School not communicating clearly to parents the behavior issues and a plan to correct the misbehaviors that parents can implement at home. 2

 B103105

G2.B7.S1 Teacher will use behavior intervention plan to conference with parents regarding behavior issues of children. 4

 S141983

Strategy Rationale

When school and home understand behavior issues then both can work on correcting child's behavior.

Action Step 1 5

Teachers will develop and implement behavior intervention plan.

Person Responsible

Michael Hilliker

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Implemented behavior intervention plan and share plan with parents.

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Assistant Principals will monitor behavior intervention plans for various children.

Person Responsible

Michael Hilliker

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Number of referrals for the school year will decrease by 10% from 206 to 185.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

The number of referrals for the school year.

Person Responsible

Michael Hilliker

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015


Evidence of Completion

Decreased number of referrals coming to assistant principals.


G3. To implement close reading in ELA blocks in grade levels K-5. 1

 G041712

G3.B2 Not understanding the concept of close reading 2

 B101338

G3.B2.S2 Provide professional development on close reading. PD needs to be differentiated based on results of survey on teacher's understanding of close reading. 4

 S112531

Strategy Rationale

Differentiated professional development allows teachers better understanding of close reading and more close reading in lessons.

Action Step 1 5

Professional development on close reading will be provided by school coach and district ELA coaches during collaborative planning time, ERD, and additional TDE times.

Person Responsible

Jared Godbolt

Schedule

Monthly, from 10/8/2014 to 5/1/2015

Evidence of Completion

Exit tickets from professional development workshops on teacher understanding of close reading.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

School coach and district ELA coaches will observe classrooms and model close reading in classrooms

Person Responsible

Jared Godbolt

Schedule

Monthly, from 10/13/2014 to 5/1/2015

Evidence of Completion

School coaches log and district ELA coaches log on classroom visitations

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

School coach will observe teacher's implementing close reading in classroom instruction

Person Responsible

Jared Godbolt

Schedule

Biweekly, from 10/13/2014 to 5/1/2015

Evidence of Completion

School coach will provide feedback to each teacher. What is working and areas of improvement in close reading instruction.

G3.B2.S3 Close reading implemented in lesson plans in ELA daily block. 4

 S112532

Strategy Rationale

Students work with close reading activities in weekly ELA lessons.

Action Step 1 5

Weekly reading lesson plans will be checked for close reading implementation.

Person Responsible

Jared Godbolt

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson plan review check forms will show teacher use of close reading implementation.

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Reading lesson plans will be checked weekly for close reading implementation.

Person Responsible

Susan Hamner

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson plan review form showing implementation of close reading for reading teachers in grades K-5.

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Principal and assistant principals will have copies of lesson plan review forms for reading teachers K-5.

Person Responsible

Susan Hamner

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion


Principal and assistant principals will have log book of lesson review forms by teacher.

G4. To increase the differentiation in center activities in all content areas in all grade levels K-5 1

 G041698

G4.B1 Lack of data driven differentiated center rotations during center block of the instructional framework

2

 B101314

G4.B1.S1 Data chats with administration and students to delve deeper into student data so that rotations can be driven by what each individual learner needs. 4

 S112518

Strategy Rationale

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

Action Step 1 5

Data chats will be implemented after each CGA test to determine student proficiency for standards in reading, writing, math and science.

Person Responsible

Susan Hamner

Schedule

Quarterly, from 9/8/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Data chat schedule will be set up after each CGA by content and grade level with administration

Person Responsible

Susan Hamner

Schedule

Quarterly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Each teacher's data chat form submitted to administration

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Data from data chat will drive teacher's center activities

Person Responsible

Susan Hamner

Schedule

Weekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

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

G4.B1.S2 Coaching cycles on data to utilize Performance Matters in driving center rotations. 4

S112519

Strategy Rationale

If teachers know how to analyze data in performance matter, teachers will use data with fidelity in center rotations.

Action Step 1 5

Professional development on how to use Performance Matters data system

Person Responsible

Meshell Harris

Schedule

On 9/24/2014

Evidence of Completion

Teachers will be able to manipulate data in Performance Matter data system

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Teachers will use data from performance matters in weekly lesson plans for centers. Quarterly data chats will drive plans for next quarter using CGA data to drive instruction.

Person Responsible

Meshell Harris

Schedule

Quarterly, from 10/8/2014 to 5/22/2015

Evidence of Completion

Data chat form collected from each teacher.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Data Chat form with data from performance matters and next steps.

Person Responsible

Meshell Harris

Schedule

Quarterly, from 10/8/2014 to 5/22/2015

Evidence of Completion

Questions/answers that teachers will answer will be found on the data chat form.

G4.B1.S3 Technology - Achieve 3000 for grades 3/4/5. Uses non-fiction articles on differentiated lexile levels to challenge students at the appropriate reading level. i-Ready (K-5) comprehensive program aligned to LAFS and MFS, Write to Learn (5th G) Essay prompts and articles with summarizing activities, GIZMO with science demonstrations and hands on activities which explain various science concepts, and Study Island which explores science concepts. 4

 S112520

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Meshell Harris

Schedule

Every 2 Months, from 9/8/2014 to 5/22/2015

Evidence of Completion

Student use of programs which can be monitored by administration

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

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

Person Responsible

Meshell Harris

Schedule

Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Usage reports for each technology program

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Monthly usage reports will determine teacher success with programs

Person Responsible

Michael Hilliker

Schedule

Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion

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

G4.B1.S5 Utilize volunteer training programs to set schedule for volunteers to help with centers in classrooms. 4

 S112522

Strategy Rationale

Trained volunteers can monitor centers making sure that students are actively engaged in centers.

Action Step 1 5

At Open House in each classroom, teachers will ask parents to volunteer and help in classrooms

Person Responsible

Susan Hamner

Schedule

On 9/11/2014

Evidence of Completion

Volunteer forms will be collected from each classroom at the end of Open House

Plan to Monitor Fidelity of Implementation of G4.B1.S5 6

Volunteer workshops will be set up for parents to attend in ELA, math and science. Workshops will focus on how content material has changed with new Florida standards, how parent can help monitor centers, and help with homework at home with own child.

Person Responsible

Michael Hilliker

Schedule

On 9/19/2014

Evidence of Completion

Power points from workshops as well as sign in sheets of attendees.

Plan to Monitor Effectiveness of Implementation of G4.B1.S5 7

Volunteers sign in when they volunteer in classroom

Person Responsible

Susan Hamner


Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Volunteer log kept in main office and volunteer hours are calculated at end of year.

G4.B3 Lack of teacher knowledge on how to differentiate centers based on unpacked Florida standard 2

 B101316

G4.B3.S1 Professional development on how to unpack standards. 4

 S119518

Strategy Rationale

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

Action Step 1 5

Professional development provided by content on how to unpack standards

Person Responsible

Schedule

Weekly, from 8/14/2014 to 5/29/2015

Evidence of Completion

In weekly lesson plans standards are unpacked.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Lesson plan review check of lesson plans for classroom teachers.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Florida standards are unpacked and observed in teacher lesson plans.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Administrators keep a log book of all lesson review sheets for teachers.

G4.B3.S2 Professional development on how to differentiate centers into high/moderate and low activities. 4

 S119519

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Sign in sheets from the professional development on differentiating centers

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

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

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson plan review forms kept in log book by each administrator on all classroom checks of lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Lesson plan review checks and student data from CGA's will show results from center work.

Person Responsible


Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Student results from CGA's will be collected in performance matters and analyzed.

G4.B3.S3 Collaborative planning by grade levels to develop centers into high/moderate and low activities. 4

 S119520

Strategy Rationale

Brainstorming together can make for more explicit centers.

Action Step 1 5

Collaborative planning by grade level on differentiating centers

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Differentiated centers observed during class visits and seen in teacher's weekly lesson plans.

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Lesson plans will be monitored as well as classroom visits.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Administrator's log book of lesson plan review checks will show differentiation of centers

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 7

Weekly classroom checks to monitor center activities by administration

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Administrators log book of lesson plan review checks for teachers.

G5. All teachers in all content areas will increase the use of gradual release of responsibility model of instruction delivery as it aligns with Florida Common Standards to FAR assessments (grades 3/4/5) and post CGA and I-Ready assessment (grades K/1/2). 1

G037409

G5.B1 Lack of teacher understanding of explicit instruction in content areas delivered through the components of gradual release of responsibility model. 2

B089884

G5.B1.S1 Develop professional development based on teacher needs. Administration will monitor lesson plans to determine teacher needs. Professional development will be provided on explicit instruction of the "I do", "We do" of GRR model. In the "I do" teachers need to be able to unpack the standard and develop a lesson. In the "We do" teacher and students model understanding of "I do" concept. 4

S100584

Strategy Rationale

When teachers can unpack standards to proficiency and provide explicit instruction through modeling and various examples, student understanding and engagement increases.

Action Step 1 5

Develop survey to determine teacher needs for gradual release of responsibility lesson plan model

Person Responsible

Susan Hamner

Schedule

On 9/10/2014

Evidence of Completion

survey and data from survey

Action Step 2 5

Administration will visit classrooms checking lesson plans using the lesson plan review form, focus walks, and looking at student data.

Person Responsible

Susan Hamner

Schedule

Biweekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

lesson plan review forms for each visit

Action Step 3 5

Professional development based on teacher need from survey and monitoring

Person Responsible

Susan Hamner

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in forms from professional development created on teacher need of GRR.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Develop survey to determine teachers needs with GRR model

Person Responsible

Susan Hamner

Schedule

On 9/10/2014

Evidence of Completion

data from survey

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Lesson plan review form for each teacher for each visit. Administrator and teacher both have a copy.

Person Responsible

Susan Hamner

Schedule

Biweekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Copies of lesson plan review form for each teacher.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Professional development will be provided on components of GRR model for all teachers in need.

Person Responsible

Jared Godbolt

Schedule

Monthly, from 9/10/2014 to 5/1/2015

Evidence of Completion

exit ticket from teachers on PD

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Lesson plan review form will have next steps for each teacher to take. Teachers have the ability to meet with administrator to discuss the next step.

Person Responsible

Susan Hamner

Schedule

Biweekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

After conference (admin and teacher), teacher will have time to implement next step. When admin comes back will check for implementation of next step and record on lesson plan review form.

G5.B1.S2 Develop professional development on how to analyze and manipulate data from new system called Performance Matters **4**

 S111769

Strategy Rationale

When teachers understand Performance Matters, student data can be collected and analyzed in a timely manner and used in planning lessons.

Action Step 1 **5**

professional development on performance matters.

Person Responsible

Schedule

On 9/10/2014

Evidence of Completion

Sign in of PD on performance matters on 9/10/14.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 **6**

Teachers will use performance matters data to drive instruction for GRR model and center activities.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data from performance matters will be used for quarterly data chat forms which will be submitted to administration.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Performance matters from CGA's will be analyzed by teachers

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Performance matters data will be used in data chat forms which will be analyzed by teachers quarterly and submitted to administration at end of each quarter.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G5.B1.S3 Develop professional development on teacher needs on how to differentiate the "You do" of the GRR model. You do activities are based on standard and student data into activities that are high/moderate/low. 4

 S112317

Strategy Rationale

If teacher knows student's understanding then the you do activities and build on this understanding until child understands standard to proficiency.

Action Step 1 5

Provide professional development on how to differentiate the "You do" of the GRR model

Person Responsible

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Sign in sheets from professional development workshop of differentiation of "You do" of GRR

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Lesson plan review will be looking for "you do" differentiated in GRR model.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Administrator's log book of all lesson plan review forms

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Weekly lesson plan reviews will check for differentiation of "you do" in GRR model.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/29/2015


Evidence of Completion

Differentiated you do activities will be available in classroom teacher's lesson plans.

G5.B2 Lack of teacher understanding of how to unpack the standards and determining what student proficiency looks like for that standard. 2

 B089885

G5.B2.S1 Teachers on grade level will meet to unpack the standards. Unpacking the standards to understand student proficiency needed. 4

 S100585

Strategy Rationale

If teacher understands what students need to understand for a standard, then teacher can develop plans for students to reach proficiency.

Action Step 1 5

Using the Florida standards and DCSB curriculum guides, grade level teachers will unpack the standards.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 6/26/2015

Evidence of Completion

master schedule - teacher daily schedule

Action Step 2 5

Using the master schedule, each grade level will use the collaborative planning time to meet and as a group unpack the Florida standards.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson plans developed by each teacher.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Lesson plans will be monitored by administration.

Person Responsible

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

:Lesson plan review form. Copy of review given to teacher and administrator.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Increased student scores on 9 week CGA's in each content area. Increased scores on I-Ready pre and post tests

Person Responsible


Schedule

Quarterly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Increased student scores on CGA's which will be collected in Performance Matters.

G5.B3 Lack of analyzing data to determine level of student understanding to drive differentiated "you do" activities as well appropriate planning of premium lessons for the "I do" and "we do" portions of GRR. 2

 B089886

G5.B3.S1 Professional development for teachers on how to use performance matters system. 4

 S112359

Strategy Rationale

Performance matters system analyzes student data and disaggregate data for analysis of said data.

Action Step 1 5

Professional development by grade level on how to use the Performance Matters system

Person Responsible

Schedule

On 9/24/2014

Evidence of Completion

Teachers being able to navigate performance matter system. Teachers using performance matter data to answer quarterly data chat questions.

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Teachers will use data to plan explicit lesson which will be viewed in GRR lesson plans.

Person Responsible

Schedule

Quarterly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Student results on quarterly CGA's and quarterly data chat forms from all classroom teachers.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Quarterly CGA student results will determine student proficiency of Florida standards.

Person Responsible

Schedule

Quarterly, from 8/25/2014 to 5/22/2015


Evidence of Completion

Individual student performance growth viewed on performance matters for each classroom teacher by content.

G6. To decrease the number of students arriving to school late more than 20 times during the school year from 3.3% to 2.5%. To decrease the number of students missing 20 days or more from school by 10% from 71 (9%) to 58 (8%). 1

 G037417

G6.B1 Lack of parental awareness of the importance of attending school every day and on time arrival for student success. 2

 B089915

G6.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. 4

 S100639

Strategy Rationale

Conference will establish a plan between school and parent to improve attendance or decrease tardiness of student.

Action Step 1 5

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 Responsible

Virginia brown

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

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 G6.B1.S2 6

Administrators will keep a parent contact log documenting parent contacts.

Person Responsible

Susan Hamner

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

parent contact log

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

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 Responsible

Virginia brown


Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

present/absent reports

G6.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. 4

 S100640

Strategy Rationale

Reward students who improve his/her attendance or decreases tardiness.

Action Step 1 5

Students who arrived late to school more than 20 times during the 2014-15 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 Responsible

Virginia brown

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

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 G6.B1.S3 6

A list of winners will be compiled.

Person Responsible

Virginia brown

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Parents are awarded their gift cards.

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

Successful implementation will result in fewer absences and 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 Responsible

Virginia brown

Schedule

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

Evidence of Completion

Number of absences and tardies decrease for selected students.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1	Develop survey to determine teacher needs for gradual release of responsibility lesson plan model	Hamner, Susan	9/10/2014	survey and data from survey	9/10/2014 one-time
G5.B2.S1.A1	Using the Florida standards and DCSB curriculum guides, grade level teachers will unpack the standards.		8/25/2014	master schedule - teacher daily schedule	6/26/2015 weekly
G6.B1.S2.A1	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.	brown, Virginia	9/2/2014	Lists of late arriving students meeting the above criteria printed by grade level, Administrator parent contact log	5/29/2015 biweekly
G6.B1.S3.A1	Students who arrived late to school more than 20 times during the 2014-15 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.	brown, Virginia	8/18/2014	Parents of students will be called and congratulated. They will come to the front office to receive their gift card.	5/29/2015 quarterly
G5.B3.S1.A1	Professional development by grade level on how to use the Performance Matters system		9/24/2014	Teachers being able to navigate performance matter system. Teachers using performance matter data to answer quarterly data chat questions.	9/24/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1	Data chats will be implemented after each CGA test to determine student proficiency for standards in reading, writing, math and science.	Hamner, Susan	9/8/2014	Each teacher will submit data chat form to administration after each CGA.	5/22/2015 quarterly
G4.B1.S2.A1	Professional development on how to use Performance Matters data system	Harris, Meshell	9/24/2014	Teachers will be able to manipulate data in Performance Matter data system	9/24/2014 one-time
G4.B1.S3.A1	Professional development will be provided on technology programs by grade level and content areas	Harris, Meshell	9/8/2014	Student use of programs which can be monitored by administration	5/22/2015 every-2-months
G4.B1.S5.A1	At Open House in each classroom, teachers will ask parents to volunteer and help in classrooms	Hamner, Susan	9/11/2014	Volunteer forms will be collected from each classroom at the end of Open House	9/11/2014 one-time
G3.B2.S2.A1	Professional development on close reading will be provided by school coach and district ELA coaches during collaborative planning time, ERD, and additional TDE times.	Godbolt, Jared	10/8/2014	Exit tickets from professional development workshops on teacher understanding of close reading.	5/1/2015 monthly
G2.B2.S1.A1	During lesson plan review, focus walks, informal and formal observations, administration will check for the proper use of the clip chart.	Harris, Meshell	8/18/2014	Lesson review forms, focus walk forms, and informal and formal observations will document use.	6/5/2015 biweekly
G2.B3.S1.A1	Professional development for all teachers on what is a Behavior Intervention Plan.	Hamner, Susan	8/14/2014	Powerpoint used for professional development on Behavior Intervention Plan	8/14/2014 one-time
G2.B3.S2.A1	Teachers (classroom/ESE VE, guidance, administration) will observe student to determine triggers, behavior, and outcomes of said behavior. Develop a plan to block triggers.	Hamner, Susan	9/2/2014	Behavior Intervention Plan for said behavior for individual student.	5/29/2015 daily
G1.B2.S1.A1	Principal plans events at beginning of year and works 2 months ahead of schedule to set dates for various events.	Hamner, Susan	8/4/2014	Principal's master calendar.	6/5/2015 monthly
G1.B2.S2.A1	Monthly calendars are sent home in student agenda's (hard copy) and monthly calendars placed on websites.	Hamner, Susan	8/25/2014	Calendars can be found on websites and are up to date. Parents post monthly calendars at home.	6/5/2015 monthly
G1.B2.S3.A1	Incentives will be determined by PTA and administration.	Hamner, Susan	8/14/2014	Log will be kept with number of incentives given per event.	6/5/2015 monthly
G1.B3.S1.A1	Professional development of various techniques on how to professionally communicate with the public		8/14/2014	Inservice on the importance of communicating positively with school community.	8/14/2014 one-time
G5.B1.S2.A1	professional development on performance matters.		9/10/2014	Sign in of PD on performance matters on 9/10/14.	9/10/2014 one-time
G4.B3.S1.A1	Professional development provided by content on how to unpack standards		8/14/2014	In weekly lesson plans standards are unpacked.	5/29/2015 weekly
G4.B3.S2.A1	Professional development will be provided for staff on how to differentiate center activities		9/2/2014	Sign in sheets from the professional development on differentiating centers	5/29/2015 monthly
G4.B3.S3.A1	Collaborative planning by grade level on differentiating centers		9/2/2014	Differentiated centers observed during class visits and seen in teacher's weekly lesson plans.	5/29/2015 weekly
G5.B1.S3.A1	Provide professional development on how to differentiate the "You do" of the GRR model		9/2/2014	Sign in sheets from professional development workshop of differentiation of "You do" of GRR	5/29/2015 monthly
G3.B2.S3.A1	Weekly reading lesson plans will be checked for close reading implementation.	Godbolt, Jared	9/2/2014	Lesson plan review check forms will show teacher use of close reading implementation.	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B7.S1.A1	Teachers will develop and implement behavior intervention plan.	Hilliker, Michael	8/18/2014	Implemented behavior intervention plan and share plan with parents.	5/29/2015 monthly
G5.B1.S1.A2	Administration will visit classrooms checking lesson plans using the lesson plan review form, focus walks, and looking at student data.	Hamner, Susan	9/2/2014	lesson plan review forms for each visit	5/22/2015 biweekly
G5.B2.S1.A2	Using the master schedule, each grade level will use the collaborative planning time to meet and as a group unpack the Florida standards.		8/25/2014	Lesson plans developed by each teacher.	5/29/2015 weekly
G1.B2.S1.A2	[no content entered]			one-time	
G5.B1.S1.A3	Professional development based on teacher need from survey and monitoring	Hamner, Susan	8/18/2014	Sign-in forms from professional development created on teacher need of GRR.	5/29/2015 biweekly
G1.MA1	At various school sponsored events, such as orientation, open house, science night, SAC meetings, winter program, math night, spring program, more parents will attend.	Hamner, Susan	8/14/2014	Sign in sheets from school events will be tabulated, looking for a 10% increase in parent involvement with Sheffield Elementary School.	6/5/2015 monthly
G1.B2.S1.MA1	With monthly calendars parents are made aware of school events, fewer calls come to office about events.	Hamner, Susan	9/5/2014	Increased parent attendance at school events.	6/5/2015 daily
G1.B2.S1.MA1	Main office paraprofessional by the 20th of the month, looks at Principal's calendar and develops next months calendar with events.	Hamner, Susan	9/22/2014	Monthly calendar is printed and sent to websites.	5/20/2015 monthly
G1.B3.S1.MA1	Number of parent concerns/complaints will decrease 10% this school year.		8/11/2014	Concern/complaint forms will be tabulated at end of year and compared with last years numbers.	6/5/2015 weekly
G1.B3.S1.MA1	Parent complaints will be placed on a monitoring form and addressed.		8/11/2014	Parent complaint forms will be collected and housed with administrators.	6/5/2015 weekly
G1.B2.S2.MA1	Parent sign in sheets will be collected at each event to determine increase in parental attendance.	Hamner, Susan	8/14/2014	From sign in sheets, parent names will be counted to determine if parental involvement has increased.	6/5/2015 monthly
G1.B2.S2.MA1	Monthly calendars can be viewed on websites as well as using remind 101. Hard copy of monthly calendar sent home in student agenda before month starts.	Hamner, Susan	8/18/2014	More parents will attend school functions. Parent sign in sheets will be collected.	6/5/2015 monthly
G1.B2.S3.MA1	Log of number of incentives will be monitored by Principal for effectiveness.	Hamner, Susan	9/5/2014	Log of number of students who earn incentives will be kept with Principal.	6/5/2015 monthly
G1.B2.S3.MA1	Log of number of students who earn incentives will be collected	Hamner, Susan	9/5/2014	Log of number of students who earn incentives will be collect. Example 44 students entered 9/5/14 dance free due to parent becoming a member of PTA.	6/5/2015 monthly
G2.MA1	The number of moderate/severe referrals coming to assistant principals will decrease by 10%.	Hamner, Susan	9/2/2014	185 or less moderate/severe referrals for the end of the 2015 school year.	5/29/2015 biweekly
G2.B2.S1.MA1	After conference with teacher, teacher and administrator will determine if professional development is needed, modeling, or simply better use of clip chart by teacher. Number of discipline referrals decrease 10% at year end.	Harris, Meshell	9/1/2014	Next observation in classroom should show better implementation of clip chart with students. 10% less discipline referrals at year end.	5/29/2015 biweekly
G2.B2.S1.MA1	After an observation, the administration will conference with teacher regarding clip chart implementation. Conference would be	Harris, Meshell	8/18/2014	Notes from conference with teacher/ administration filed. Next observation should show use of clip chart.	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	either praise for a job well done or next time I come in I want to see that the clip chart is use.				
G2.B3.S1.MA1	Classroom teacher will work with student to eliminate/divert trigger so that appropriate behavior and a positive outcome is established	Hamner, Susan	9/2/2014	Decrease in number of moderate and severe referrals for ESE students such as battery, fighting and defiance of teacher.	5/29/2015 monthly
G2.B3.S1.MA1	Classroom teachers will begin to use the process of behavior intervention plans	Hamner, Susan	8/18/2014	Teachers will determine individual student triggers/behaviors/outcomes and develop a plan to improve student behavior.	5/29/2015 monthly
G2.B7.S1.MA1	The number of referrals for the school year.	Hilliker, Michael	8/18/2014	Decreased number of referrals coming to assistant principals.	6/5/2015 every-6-weeks
G2.B7.S1.MA1	Assistant Principals will monitor behavior intervention plans for various children.	Hilliker, Michael	9/2/2014	Number of referrals for the school year will decrease by 10% from 206 to 185.	6/5/2015 monthly
G2.B3.S2.MA1	Classroom teacher will continue implementing Behavior Intervention Plan	Hilliker, Michael	9/2/2014	Decreased inappropriate behavior by student. Decreased number of moderate/severe referrals for battery, fighting and defiance of teacher.	5/29/2015 daily
G2.B3.S2.MA1	Classroom teacher and ESE teacher will implement Behavior Intervention Plan and monitor plan	Hilliker, Michael	9/2/2014	Inappropriate behavior for child will decrease and eventually disappear.	5/29/2015 daily
G3.MA1	Data from CGA's will show increased student proficiency in reading standards.	Godbolt, Jared	8/25/2014	Data from Performance Matters data system will be analyzed in quarterly data chat forms from each teacher.	5/22/2015 quarterly
G3.B2.S2.MA1	School coach will observe teacher's implementing close reading in classroom instruction	Godbolt, Jared	10/13/2014	School coach will provide feedback to each teacher. What is working and areas of improvement in close reading instruction.	5/1/2015 biweekly
G3.B2.S2.MA1	School coach and district ELA coaches will observe classrooms and model close reading in classrooms	Godbolt, Jared	10/13/2014	School coaches log and district ELA coaches log on classroom visitations	5/1/2015 monthly
G3.B2.S3.MA1	Principal and assistant principals will have copies of lesson plan review forms for reading teachers K-5.	Hamner, Susan	9/2/2014	Principal and assistant principals will have log book of lesson review forms by teacher.	5/29/2015 monthly
G3.B2.S3.MA1	Reading lesson plans will be checked weekly for close reading implementation.	Hamner, Susan	9/2/2014	Lesson plan review form showing implementation of close reading for reading teachers in grades K-5.	5/29/2015 monthly
G4.MA1	Data from performance matters which includes (CGA, i-Ready) and PMRN will drive the differentiated center activities in each classroom for all content areas.	Hamner, Susan	8/25/2014	Increased proficiency rates will be evident from each CGA (1,2,3) testing.	5/22/2015 quarterly
G4.B1.S1.MA1	Data from data chat will drive teacher's center activities	Hamner, Susan	9/8/2014	In teacher's lesson plans, center activities will be planned using data from data chats.	5/22/2015 weekly
G4.B1.S1.MA1	Data chat schedule will be set up after each CGA by content and grade level with administration	Hamner, Susan	9/8/2014	Each teacher's data chat form submitted to administration	5/22/2015 quarterly
G4.B3.S1.MA1	Florida standards are unpacked and observed in teacher lesson plans.		9/2/2014	Administrators keep a log book of all lesson review sheets for teachers.	5/29/2015 weekly
G4.B3.S1.MA1	Lesson plan review check of lesson plans for classroom teachers.		9/2/2014	Lesson plan review check sheet given to teacher as well as administrator keeping copy.	5/29/2015 weekly
G4.B1.S2.MA1	Data Chat form with data from performance matters and next steps.	Harris, Meshell	10/8/2014	Questions/answers that teachers will answer will be found on the data chat form.	5/22/2015 quarterly
G4.B1.S2.MA1	Teachers will use data from performance matters in weekly lesson	Harris, Meshell	10/8/2014	Data chat form collected from each teacher.	5/22/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	plans for centers. Quarterly data chats will drive plans for next quarter using CGA data to drive instruction.				
G4.B3.S2.MA1	Lesson plan review checks and student data from CGA's will show results from center work.		9/2/2014	Student results from CGA's will be collected in performance matters and analyzed.	5/29/2015 weekly
G4.B3.S2.MA1	Lesson plans will be checked by administrators looking for differentiated student center work.		9/2/2014	Lesson plan review forms kept in log book by each administrator on all classroom checks of lesson plans.	5/29/2015 weekly
G4.B1.S3.MA1	Monthly usage reports will determine teacher success with programs	Hilliker, Michael	9/8/2014	Reports will determine which teacher will need to be monitored to increase student usage of programs.	5/22/2015 monthly
G4.B1.S3.MA1	Administration will pull technology program use by teacher in content areas.	Harris, Meshell	9/8/2014	Usage reports for each technology program	5/22/2015 monthly
G4.B3.S3.MA1	Weekly classroom checks to monitor center activities by administration		9/2/2014	Administrators log book of lesson plan review checks for teachers.	5/29/2015 weekly
G4.B3.S3.MA1	Lesson plans will be monitored as well as classroom visits.		9/2/2014	Administrator's log book of lesson plan review checks will show differentiation of centers	5/29/2015 weekly
G4.B1.S5.MA1	Volunteers sign in when they volunteer in classroom	Hamner, Susan	8/25/2014	Volunteer log kept in main office and volunteer hours are calculated at end of year.	5/29/2015 weekly
G4.B1.S5.MA1	Volunteer workshops will be set up for parents to attend in ELA, math and science. Workshops will focus on how content material has changed with new Florida standards, how parent can help monitor centers, and help with homework at home with own child.	Hilliker, Michael	9/15/2014	Power points from workshops as well as sign in sheets of attendees.	9/19/2014 one-time
G5.MA1	Quarterly CGA's will be monitored for student proficiency for all standards in reading, writing, math, and science.	Hamner, Susan	8/25/2014	Individual student scores on Performance Matters which reflect I-Ready results and quarterly CGA's.	5/22/2015 quarterly
G5.B1.S1.MA1	Professional development will be provided on components of GRR model for all teachers in need.	Godbolt, Jared	9/10/2014	exit ticket from teachers on PD	5/1/2015 monthly
G5.B1.S1.MA4	Lesson plan review form will have next steps for each teacher to take. Teachers have the ability to meet with administrator to discuss the next step.	Hamner, Susan	9/2/2014	After conference (admin and teacher), teacher will have time to implement next step. When admin comes back will check for implementation of next step and record on lesson plan review form.	5/22/2015 biweekly
G5.B1.S1.MA1	Develop survey to determine teachers needs with GRR model	Hamner, Susan	9/10/2014	data from survey	9/10/2014 one-time
G5.B1.S1.MA3	Lesson plan review form for each teacher for each visit. Administrator and teacher both have a copy.	Hamner, Susan	9/2/2014	Copies of lesson plan review form for each teacher.	5/22/2015 biweekly
G5.B2.S1.MA1	Increased student scores on 9 week CGA's in each content area. Increased scores on I-Ready pre and post tests		8/25/2014	Increased student scores on CGA's which will be collected in Performance Matters.	5/22/2015 quarterly
G5.B2.S1.MA1	Lesson plans will be monitored by administration.		9/2/2014	:Lesson plan review form. Copy of review given to teacher and administrator.	5/29/2015 biweekly
G5.B3.S1.MA1	Quarterly CGA student results will determine student proficiency of Florida standards.		8/25/2014	Individual student performance growth viewed on performance matters for each classroom teacher by content.	5/22/2015 quarterly
G5.B3.S1.MA1	Teachers will use data to plan explicit lesson which will be viewed in GRR lesson plans.		9/8/2014	Student results on quarterly CGA's and quarterly data chat forms from all classroom teachers.	5/22/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S2.MA1	Performance matters from CGA's will be analyzed by teachers		8/18/2014	Performance matters data will be used in data chat forms which will be analyzed by teachers quarterly and submitted to administration at end of each quarter.	5/29/2015 quarterly
G5.B1.S2.MA1	[no content entered]			one-time	
G5.B1.S2.MA1	Teachers will use performance matters data to drive instruction for GRR model and center activities.		8/18/2014	Data from performance matters will be used for quarterly data chat forms which will be submitted to administration.	5/29/2015 quarterly
G5.B1.S3.MA1	Weekly lesson plan reviews will check for differentiation of "you do" in GRR model.		9/2/2014	Differentiated you do activities will be available in classroom teacher's lesson plans.	5/29/2015 weekly
G5.B1.S3.MA1	Lesson plan review will be looking for "you do" differentiated in GRR model.		9/2/2014	Administrator's log book of all lesson plan review forms	5/29/2015 weekly
G6.MA1	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.	brown, Virginia	10/1/2014	Team meeting notes	5/29/2015 monthly
G6.B1.S2.MA1	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.	brown, Virginia	9/2/2014	present/absent reports	5/29/2015 monthly
G6.B1.S2.MA1	Administrators will keep a parent contact log documenting parent contacts.	Hamner, Susan	9/2/2014	parent contact log	5/29/2015 monthly
G6.B1.S3.MA1	Successful implementation will result in fewer absences and 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.	brown, Virginia	8/18/2014	Number of absences and tardies decrease for selected students.	6/5/2015 annually
G6.B1.S3.MA1	A list of winners will be compiled.	brown, Virginia	8/18/2014	Parents are awarded their gift cards.	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase parent involvement with the school by 10% from 1819 parents to 2001 parents. This will include PTA membership, SAC membership, volunteer hours, and attendance at after school activities such as Orientation, Open House, Science Night, Science Fair Night, Winter and Spring Programs and award assemblies.

G1.B3 Lack of "professionalism" with communication to parents.

G1.B3.S1 School staff (administrator, teachers, staff) will review professional etiquette for communicating with the public.

PD Opportunity 1

Professional development of various techniques on how to professionally communicate with the public

Facilitator

Sheffield administration

Participants

school teachers and staff

Schedule

On 8/14/2014

G2. To decrease the annual number of school referrals by 10% from 206 to 185 this school year. Specifically looking at decreasing the number of referrals from the students with disabilities population. To decrease out of school suspensions by 20% from 38 to 30.

G2.B2 Teachers not using the clip chart consistently

G2.B2.S1 Monitor the use of the clip chart in each classroom when administration visits rooms.

PD Opportunity 1

During lesson plan review, focus walks, informal and formal observations, administration will check for the proper use of the clip chart.

Facilitator

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

Participants

Selected teachers based on need

Schedule

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

G2.B3 Teachers need other behavior intervention management techniques to help our students with disabilities in the classroom.

G2.B3.S1 Provide professional development for behavior intervention plans to be used for students with disabilities.

PD Opportunity 1

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

Facilitator

Participants

Schedule

On 8/14/2014

G3. To implement close reading in ELA blocks in grade levels K-5.

G3.B2 Not understanding the concept of close reading

G3.B2.S2 Provide professional development on close reading. PD needs to be differentiated based on results of survey on teacher's understanding of close reading.

PD Opportunity 1

Professional development on close reading will be provided by school coach and district ELA coaches during collaborative planning time, ERD, and additional TDE times.

Facilitator

School reading coach and district reading coaches

Participants

Selected ELA teachers in grades 2/3/4/5.

Schedule

Monthly, from 10/8/2014 to 5/1/2015

G4. To increase the differentiation in center activities in all content areas in all grade levels K-5

G4.B1 Lack of data driven differentiated center rotations during center block of the instructional framework

G4.B1.S2 Coaching cycles on data to utilize Performance Matters in driving center rotations.

PD Opportunity 1

Professional development on how to use Performance Matters data system

Facilitator

Assistant Principal will provide professional development on performance matters.

Participants

All teachers K-5

Schedule

On 9/24/2014

G4.B1.S3 Technology - Achieve 3000 for grades 3/4/5. Uses non-fiction articles on differentiated lexile levels to challenge students at the appropriate reading level. i-Ready (K-5) comprehensive program aligned to LAFS and MFS, Write to Learn (5th G) Essay prompts and articles with summarizing activities, GIZMO with science demonstrations and hands on activities which explain various science concepts, and Study Island which explores science concepts.

PD Opportunity 1

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

Facilitator

Assistant principals - Meshell Harris and Michael Hilliker

Participants

All teachers using technology programs that need assistance.

Schedule

Every 2 Months, from 9/8/2014 to 5/22/2015

G4.B1.S5 Utilize volunteer training programs to set schedule for volunteers to help with centers in classrooms.

PD Opportunity 1

At Open House in each classroom, teachers will ask parents to volunteer and help in classrooms

Facilitator

Assistant Principals and selected teachers will train parents how to supervise center activities in various content areas.

Participants

parents who have volunteered to help at Sheffield

Schedule

On 9/11/2014

G4.B3 Lack of teacher knowledge on how to differentiate centers based on unpacked Florida standard

G4.B3.S1 Professional development on how to unpack standards.

PD Opportunity 1

Professional development provided by content on how to unpack standards

Facilitator

School coach, district coaches and administration

Participants

Selected teachers based on need.

Schedule

Weekly, from 8/14/2014 to 5/29/2015

G4.B3.S2 Professional development on how to differentiate centers into high/moderate and low activities.

PD Opportunity 1

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

Facilitator

School coach, district coaches, administrators

Participants

Selected teachers based on need

Schedule

Monthly, from 9/2/2014 to 5/29/2015

G5. All teachers in all content areas will increase the use of gradual release of responsibility model of instruction delivery as it aligns with Florida Common Standards to FAR assessments (grades 3/4/5) and post CGA and I-Ready assessment (grades K/1/2).

G5.B1 Lack of teacher understanding of explicit instruction in content areas delivered through the components of gradual release of responsibility model.

G5.B1.S1 Develop professional development based on teacher needs. Administration will monitor lesson plans to determine teacher needs. Professional development will be provided on explicit instruction of the "I do", "We do" of GRR model. In the "I do" teachers need to be able to unpack the standard and develop a lesson. In the "We do" teacher and students model understanding of "I do" concept.

PD Opportunity 1

Professional development based on teacher need from survey and monitoring

Facilitator

School reading coach and district coaches

Participants

selected staff based on need for GRR.

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

G5.B1.S2 Develop professional development on how to analyze and manipulate data from new system called Performance Matters

PD Opportunity 1

professional development on performance matters.

Facilitator

Meshell Harris, Assistant Principal

Participants

Teachers in grades 2/3/4/5

Schedule

On 9/10/2014

G5.B1.S3 Develop professional development on teacher needs on how to differentiate the "You do" of the GRR model. You do activities are based on standard and student data into activities that are high/moderate/low.

PD Opportunity 1

Provide professional development on how to differentiate the "You do" of the GRR model

Facilitator

School coach, district coaches, peer teachers

Participants

selected teachers based on need

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0