

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: LOUIS S. SHEFFIELD ELEMENTARY SCHOOL

District Name: Duval

Principal: Debbi Cobbin

SAC Chair: Cheryle Beasley

Superintendent: Dr. Nikolai Vitti

Date of School Board Approval: November 5, 2012

Last Modified on: 12/4/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Debbi Cobbin	Mentally Handicapped K- 12; SLD K-12; ED-Leadership K- 12	3	17	Louis S. Sheffield Elementary 2012- A FCAT High Achieving Reading 68%, Math 69%, Writing 79%, Science 60% Learning Gains Reading 61%, Math 70% Bottom Quartile Reading 64%, Math 64%  2011-A FCAT High Achieving Reading 85%, Math 85%, Writing 73%, Science 68% Learning Gains Reading 68%, Math 61% Bottom Quartile Reading 58%, Math 55%  San Jose Elementary 2010- B FCAT High Achieving Reading 67% ,Math 63%, Writing 78%, Science 34%

					Learning Gains Reading 60%, Math 65% Bottom Quartile Reading 56% Math 76% 2009-B FCAT High Achieving Reading 76% ,Math 64%, Writing 69%, Science 39% Learning Gains Reading 67%, Math 58% Bottom Quartile Reading 55% Math 68% 2008-A 2007- C 2006- B 2005- A 2004-2002- C Met AYP in 2002 Only
Assis Principal	Lindsey S. Connor	Elementary Education K-6 ED- Leadership K-12	3	1	Louis Sheffield Elementary 2012- A FCAT High Achieving Reading 68%, Math 69%, Writing 79%, Science 60% Learning Gains Reading 61%, Math 70% Bottom Quartile Reading 64%, Math 64%  2011-A FCAT High Achieving Reading 85%, Math 85%, Writing 73%, Science 68% Learning Gains Reading 68%, Math 61% Bottom Quartile Reading 58%, Math 55% 2010-A FCAT High Achieving Reading 88%, Math 86%, Writing 84%, Science 67% Learning Gains Reading 74%, Math 62% Bottom Quartile Reading 55%, Math 59%

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Pre-planning exercises to introduce, review, refresh	Principal, Assistant Principal	August 2012	
2	2. New Teachers are Paired with Mentor Teacher (on grade level) and PDF	Mentors PDF	June 2013	
3	3. Bi-weekly/Weekly Grade Level and subject specific meeting	Grade Level Chairs Lead Teachers	June 2013	
4	4. Increased drop-ins, monitoring and Focus Walks for new hires	Leadership Team	June 2013	
5	5. Monthly Professional Learning Community meetings	Principal, Assistant - Principal, and	June 2013	

		PLCs		
6	6. Tech Tuesdays Workshops- Specialize trainings to meet teachers' needs	School Technology Coordinator	June 2013	
7	7. Common Planning	Assistant Principal, Grade level PLCs	June 2013	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
19% (10)	Common Core Early Release Days Trainings/Mentors/Common planning

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	11.5%(6)	17.3%(9)	30.8%(16)	40.4%(21)	34.6%(18)	84.6%(44)	5.8%(3)	11.5%(6)	55.8%(29)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Virginia Brown	Sheryl Anderson	Ms. Anderson is new to Sheffield. Mrs. Brown is an expert guidance counselor and is experienced in IEP writing, monitoring, and implementation. She also gives excellent strategies for teachers to use in the classroom to help students be successful.	Grade Level meetings "Getting acclimated" to Sheffield chats Classroom visits Using Data Sessions
Virginia Brown	Kelly Martinez	Mrs. Martinez is new to Sheffield. Mrs. Brown is an expert guidance counselor and is able to assist with strategies needed to interact with	Grade Level meetings "Getting acclimated" to Sheffield chats Classroom visits Using Data Sessions

		students in Behavioral Support Classes and completing required paperwork.	
Kelly Kirk	Jessica Abraham	Ms. Abraham is new to Sheffield. Mrs. Kirk is an experienced kindergarten teacher with excellent classroom management and has experience with Common Core Standards.	Grade Level meetings "Getting acclimated" to Sheffield chats Classroom visits Using Data Sessions
Renee Archer	Renee Gustin	Ms. Gustin is new to Sheffield. Mrs. Archer is an experienced 3rd grade teacher that demonstrates excellent classroom management and is effective at using data to drive her instruction.	Grade Level meetings "Getting acclimated" to Sheffield chats Classroom visits Using Data Sessions
Christine Snyder	Regina Fitzsimmons	Ms. Fitzsimmons is new to Sheffield. Ms. Snyder is an experienced teacher who utilizes technology in all subject areas to promote student success. She is also effective at using data to drive her instruction.	Grade Level meetings "Getting acclimated" to Sheffield chats Classroom visits Using Data Sessions

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Debbi Cobbin- Principal  
Lindsey Star Connor- Assistant Principal  
Virginia Brown- School Counselor and MTSS Facilitator  
Robin Tyler- Kindergarten Teacher  
Evette Roberts- 1st Grade Teacher  
Susie Somday- 2nd Grade Teacher  
Brianna Biegun- 3rd Grade Teacher  
Gwen Garner- 4th Grade Teacher  
Vikki Corey- 5th Grade Teacher  
Natalie Blackburn- ESE  
Kim Church- Para

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS team meets bi-weekly to discuss data collected from student assessments. Based on the information gathered, professional development opportunities are created to enhance and improve learning environments and student performance. When students continue to not be successful, the team will discuss and develop intervention plans (MTSS Leadership Team) or strategies to accommodate these students. The team ensures that MTSS strategies and activities are

researched- based and that the instruction is contributing to student achievement. Other PLCs (Math, Science, Reading, and Writing) analyze and discuss student data and provide MTSS Team with trends and deficient areas for which they may need to plan.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school-based MTSS Leadership Team will facilitate think and discussion sessions with various PLCs (Writing, Reading, Math, Science, and Foundations), and assist in developing strategies for meeting the needs of bottom quartile, top quartile, and students not meeting the AMO. They will discuss the effectiveness of RtI activities and ideas for improvement. Other discussions might include the safety of our school and how it correlates to high achievement. The team will monitor the progress of students receiving MTSS interventions via data provided by grade levels teams.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Primary Data Sources are FCAT, FAIR ,and DRA2;

Tier 1:

District Benchmark (R,M,S), Envision Assessments (M) Grade Level generated assessments (R,M), Houghton-Mifflin Unit Assessments (R) Houghton-Mifflin Weekly Assessments (R) District Writing Prompts, common assessments for reading and math, behavior- observations, anecdotal records, frequency charts, time-on-task charts, completed task count, discipline referrals, attendance

Tier 2:

Soar to Success, Envisions Intervention system, Mathematics Building Blocks, Step Up to Writing, Writing Conferencing notes, ,FCRR, Common assessments for reading and math, behavior- observations, anecdotal records, frequency charts, time-on-task charts, completed task count, discipline referrals, attendance social skills group notes,

Tier 3:

Great Leaps, FCRR Writing Conferencing notes, behavior- observations, anecdotal records, frequency charts, time-on-task charts, completed task count, discipline referrals, attendance

Describe the plan to train staff on MTSS.

In November, members of the MTSS Leadership Team will train the staff on each Tier of MTSS with a Q and A session to follow. Articles are shared and are discussed on grade level as well as with the MTSS team. Grade levels will receive ongoing training, as needed throughout the year. Administrators have monthly (or as needed) MTSS data talk s with each grade level. The MTSS Leadership Team members will meet with grade level peers to facilitate collaboration through problem solving as well as sharing successes.

Describe the plan to support MTSS.

There is a dedicated time during each school day for teachers to provide MTSS instruction. Professional development opportunities at the district level are available to all faculty members. The MTSS Leadership Team will attend district in-service trainings and will share information with the staff during Early Release and faculty meetings.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

This team is comprised of our Reading and Writing Professional Learning Communities: Debbie Ross, Gwen Garner, Jessica Abraham, Vicki Lindsey, Kelly Modzelewski, Kathy Highsmith, Paulette Stephens, Joan Hopkins, Donna Ayers, Connie Krug, Lydia Cromity, Beth Janklow.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

This team will meet monthly (or as needed) to plan professional development opportunities in the areas of Guided Reading and conferencing. Development opportunities will include proper implementation, selecting books, focusing on skills and strategies, demonstrating what conferencing looks like and sounds like, and sharing why it's important. The team will support

teachers and work out scheduling concerns to show how Guided Reading and conferencing can be and must be done with students daily. The LLT also leads our Reading Campaign.

What will be the major initiatives of the LLT this year?

Our major initiatives this year are Guided Reading, Conferencing, and K-2 implementation of Common Core in both Reading and Writing. While this continues to be an area of weakness for us we know that when properly implemented, our scores in both Reading and Writing can increase by at least 10%-20 %.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students scoring at level 3 on the 2013 Reading FCAT will increase by 3% to 32% (12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (124)	32% (136)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Teacher reluctance to rely solely on Researched based practices	Provide professional development with the use of guided reading and rigor including effective questioning with follow-up	Grade Level Chairs Reading PLC Assistant Principal	Monitor and discuss assessment results via grade level, PLC and leadership team meetings. Focus walks to monitor implementation of RW and rigor of Instruction.	FAIR Benchmark results DRA2 FCAT Data notebook reflective of guided reading
3	Teacher lack of knowledge using NGSSS and CCSS effectively	Develop training with each grade level on unpacking the standards.	ELA Teachers Reading PLC	Monitor lesson plans PLC and Grade Level discussion of Webb's Depth of Knowledge Professional development in area	Lesson plans Teacher-made assessments Theme Tests
4	Lack of fidelity in using Guided Reading	Continued focus of professional development on Guided Reading with fidelity and use PLC's to promote best practices in reading strategies aligned with FCAT, Benchmarks and NGSSS and CCSSS	ELA teachers PLC Mrs. Ayers	Monitoring PD and resources used in PD room	Anecdotal notes of teachers Reports of Professional Development books checked out of Professional Development resource room

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A



Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scoring at a level 4 or 5 on the 2013 FCAT Reading FCAT will increase by 4% to 42% (18)
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (162)	42% (180)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Inability to use differentiated instruction to include higher complexity questioning and tasks demonstration	Attend professional development for differentiated instruction and rigor including effective questioning with follow-up  Progress monitoring using data to drive instruction, intervention and enrichment	Grade Level Chairpersons	Student conferencing Focus Walks Teacher/Admin Conferences Observation	DRA2 Benchmark results Skills test Theme Test FCAT Teacher-made assessments Student discussion/performance
3	Lack of planning for challenging center activities	Provide training on enrichment activities from the Houghton Mifflin series and FCRR	ELA Teachers Principal Assistant Principal	Monitor lesson plans Observations	Teacher-made tests Student discussion and performance DRA 2 Benchmark results Skills Test Theme test FCAT
4	Lack of access to materials to prepare for 2013 FCATck of materials to prepare for FCAT 2.0	Implement literature circles and book clubs to extend learning for above level readers	ELA teachers Assistant Principal	Monitor charts and graphs generated by programs	Skills Test Theme Test Student discussion/performance  Common assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	N/A
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Reading Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains on the 2013 Reading FCAT will increase by 3% to 65% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (263)	65% (276)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Teacher reluctance to change instructional practices	Scaffold instruction through Read Alouds with grade level texts	Principal Assistant Principal Grade Level Chairs	Grade Level Chairpersons will lead grade level and Professional Learning Community conversations to monitor work of teachers	Focus walk conversations with teachers and students Teacher made Tests Conferencing logs
3	Using time effectively	Provide opportunities for students to respond to literature and informational text by providing evidence from text	ELA teacher VE resource teachers Reading PLC	Student conferencing Journals Source books	Teacher made Tests Conferencing logs Focus walk conversations with teachers and students
4	Lack of access to materials to prepare for 2013 FCAT	Allowing students to utilize technology-based programs such as Destination Success, Limelight, Florida Achieves, BrainPop, and other internet activities.	ELA Teachers STCs	Monitor charts and graphs generated by programs	Skills Test Theme Test Student discussion/performance  Common Assessments FCAT Data from internet activity

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:		Students in Lowest 25% making learning gains in reading on the 2013 Reading FCAT will increase by 4% to 72% (17).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
68% (289)		72% (306)			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Training in Unpacking the standards and professional development on Common Core Standards	ELA Teacher RtI Instructor VE Resource Teacher	Monitor RtI Logs, Create charts and graphs	FAIR DRA 2 RTI logs
2	Reluctance to share and experiment with non-traditional- researched based strategies	Teachers observing model classrooms	ELA Teachers Safety Net Providers	Monitoring RTI data Safety Net notebooks Ensure communication and planning occur between Safety Net providers and ELA teachers by monitoring through meeting notes	Weekly pre and post skills tests FAIR Elements of Reading vocabulary kits Meeting notes
3	Lack of one-on-one tutoring/parents inability to take advantage of the after school services	Use of volunteers during MTSS (RtI) and Readers Workshop  Extended Day safety net program for non-Extended Day students also provides building reading comprehension strategies	Volunteer Liason/ Extended Day director Assistant Principal	Monitor RTI Logs Create charts and graphs/ Data charts, program results	Weekly pre and post skills tests FAIR Anecdotal notes/ Teacher-created assessments STARS

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal is to increase our proficiency by 4% each school year. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	75	78	80	83	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	64% (64) of black students will make satisfactory progress on the 2012-2013 Reading FCAT. This will be a 15% increase. 74% (18) of our hispanic students will make satisfactory progress on the 2012-2013 Reading FCAT. This will be a 3% increase. 78% (193) of our white students will make satisfactory progress on the 2012-2013 Reading FCAT. This will be a 4% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 49% (50) Hispanic: 71% (24) White: 74% (197)	Black: 64% (64) Hispanic: 74% (18) White: 78% (193)

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty building relationships	Through conferencing and interviews, teachers will develop a relationship to establish an environment of trust and safety	Classroom teachers Diversity Facilitator Administration	Informal observations of student-teacher interaction Conferencing logs	Teacher-made assessments Anecdotal notes
2	Inability to effectively use data to plan instruction	PLC/grade levels plan instructionally to target learning needs and work cooperatively to teach specific skills lessons daily (RTI)	ELA teachers RTI Teachers	Monitor RTI Plans Focus group observations	Benchmark FCAT Teacher-made assessments
3	Teachers lack of confidence in using graphing tools	Teacher conferencing using graphs and charts to clarify learning goals	RTI teachers VE resource teachers	Monitor Data Assessment notebooks	Benchmark FCAT Teacher-made assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

**Problem-Solving Process to Increase Student Achievement**

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	53% (26) of Students with Disabilities will make satisfactory progress on the 2012-2013 Reading FCAT. This will be a 15% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (18)	53% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate gains in specific skills areas	Create focus calendars and provide supplemental programs to support the core reading program : Destination Success, Blast Off/Buckle Down, Florida Achieves	ELA Teachers Administrators	Progress monitoring Use of data tracking tool	Program results Common assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	60% (91) of Economically Disadvantaged students will make satisfactory progress on the 2012-2013 Reading FCAT. This will be a 10% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (77)	60% (91)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in building relationships	Through conferencing and interviews, teachers will develop a relationship to establish an environment of trust and safety.	Classroom Teachers Diversity Facilitator	Informal observations of student teacher interaction Conferencing logs	Teacher made assessments Limelight
2	Inability to effectively use data to plan instruction	PLC /grade levels plan instructionally to target learning needs and work cooperatively to teach specific skill lessons daily (RtI)	ELA Teachers RtI Teachers	Monitor RtI plans Focus group observations	Benchmark FCAT Teacher made assessments
	Teacher lack of	Teacher conferencing	RtI Teachers	Monitor Data/Assessment	Benchmark

3	confidence in using graphing tools	using graphs and charts to clarify learning goals	VE Resource Teachers	notebooks	FCAT Teacher made assessments
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5	Lindsey Connor/Debbi Cobbin Kindergarten Teachers	School-Wide	Monthly	Monitor delivery of reading instruction	Principal Assistant Principal
Text Complexity Book Talk	K-5	Lindsey Connor	School-Wide during Grade Level Meetings	Monthly	Monitor grade level discussion through meeting notes and during meetings	Principal Assistant Principal
Reading utilizing Interactive White boards	K-5	Christine Snyder and Carolyn Law/STC's	K-5 classrooms with Interactive Whiteboards	Every Thursday morning from October 2012 until January 2013	Teachers will discuss student response to this technology. Teachers will develop and share lessons utilizing the interactive whiteboard.	STCs
Reading utilizing Technology	K-5	Christine Snyder and Carolyn Law/STC	School-Wide	Every Tuesday afternoon	Teachers will share lessons used in the classroom that emphasize reading and technology.	STCs
CLC	K	Mrs. Ayers	Kindergarten Teachers	6-8 weeks	Monitor through focus walks	Assistant Principal

#### Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Reading Comprehension	CARS- Workbooks	Extended Day	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate technology in reading lessons and other academic activities	BrainPOP	SAC	\$2,095.00
			Subtotal: \$2,095.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend Literacy Lead & ELA Workshops	District TDEs	School	\$5,350.00
			Subtotal: \$5,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Utilizing volunteers to support students small group	Houghton Mifflin, teacher created	School	\$0.00

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:			N/A		
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:			N/A		
2012 Current Percent of Students Proficient in reading:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal # 3:					
2012 Current Percent of Students Proficient in writing:					

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00



# Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students scoring at a level 3 on the 2013 Math FCAT will increase by 3% to 33% (12)
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (136)	33% (140)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher understanding of new Common Core Standards	Professional Development training on new standards	Math Teachers Principal	Monitor assessment results to ensure student progress. Data talks in Grade Level and PLC meetings. Leadership Team will conduct focus walks Observations Focus Walks	Common Assessments Formatives Benchmark results FCAT Teacher made assessments Informal assessments Performance Tasks
2	Student absences and early dismissal	Limit early dismissals through no pick-up between 2:15 and 2:45, encourage attendance with incentives	Teachers Assistant Principal Office Staff	Conferencing with students and examining written responses	Benchmark results RTI assessments FCAT Tardy and early dismissal counts daily
3	Parental involvement and lack of communication	Encourage grade portal use, parent participation at school nights, email, teacher website usage, and agenda use.	Teachers Assistant Principal	Monitor parent communication log Monitor teacher website usage	School climate survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	N/A	N/A	N/A	N/A	N/A
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring at a level 4 or 5 on the 2013 Math FCAT will increase by 3% to 41% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (160)	41% (174)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Regular use of technology for grade 5	Students will take more assessments online	Math Teachers Principal Assistant Principal	Monitor online assessments through Inform	Reports from Inform FCAT scores
2	Lack of instructional rigor	Guided enrichment groups Differentiation of lesson activity	Teachers Principal	Lesson Plans Math journals	Benchmark scores FCAT scores Teacher made assessments
3	Lack of on-line access	Use technology and sunshine math program for enrichment.	Sunshine Math Coordinator	Monitor Online Assessments	Sunshine Math Worksheets Charts and graphs created by online assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	Students making Learning Gains on the 2013 Math FCAT will
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Mathematics Goal # 3a:	increase by 3% to 74% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (301)	74% (314)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher reluctance to learn Common Core	Grade level meetings discussing Common Core and student work	Grade Level Chairs Administration	Monitoring meeting notes Classroom Observations/Walk-through Monitoring meetings	Teacher created common assessments Observations Focus Calendars
2	Teacher s inability to differentiate instruction	Grouping for guided math	Math Teachers	Monitor lesson plans Classroom observations	Teacher made assessments Benchmarks FCAT
3	Lack of adherence to schedules and time constraints	Posting schedules inside and outside the classroom and setting time parameters	Math Teacher Administration	Classroom observations	Schedules emailed to the principal

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making learning gains on the 2013 Math FCAT will increase by 4% to 71% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (284)	71% (301)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of computer access for ALL students in need.	Safety net program in Extended Day using Strategies to Achieve Mathematics Success (STAMS) Computer time weekly in class	Extended Day Director Assistant Principal Teachers	Extended Day Director will monitor during extended day	STAM Assessments
2	Lack of familiarity with Common Core Standards	Common Core Training	Math teacher VE Resource teachers MTSS team Assistant Principal	Data Assessment Notebooks Lesson Plans Safety Net logs Grade Level Data Chats	Weekly Assessment Benchmarks FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal is to increase our proficiency by 5% each school year. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	74	77	79	82	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	58% (58) of black students will make satisfactory progress on the 2012-2013 Math FCAT. This will be a 10% increase. 74% (18) of hispanic students will make satisfactory progress on the 2012-2013 Math FCAT. This will be a 13% increase. 82% (202) of white students will make satisfactory progress on the 2012-2013 Math FCAT. This will be a 5% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 48% (50) Hispanic: 61% (21) White: 77% (205)	Black: 58% (58) Hispanic: 74% (18)(number decrease due to lower enrollment) White: 82% (202) (number decrease due to lower enrollment)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in building relationships	Through conferencing and interviews, teachers will develop a relationship to establish an environment of trust and safety.	Classroom Teachers Diversity Facilitator	Informal observations of student teacher interaction Conferencing logs	Teacher made assessments LimeLight
2	Inability to effectively use data to plan instruction	PLC /grade levels plan instructionally to target learning needs and work cooperatively to teach specific skill lessons daily (Rtl)	Math Teachers Rtl Teachers Inclusion Teachers	Monitor Rtl plans Focus group observations	Benchmark FCAT Teacher made assessments
	Lack of confidence in	Teacher training using	Math Teachers	Monitor Data/Assessment	Benchmark

3	using graphing tools	Excel and graphing	RtI Teachers VE Resource Teachers	notebooks	FCAT Teacher made assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	53% (26) of Students with Disabilities will make satisfactory progress on the 2012-2013 Math FCAT. This will be a 8% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (22)	53% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not understanding IEP accommodations	Meetings/Trainings with ESE teachers and general ED teachers	ESE Teachers General Education Teachers	Progress Monitoring through meeting notes and lesson plans	Lesson Plans Meeting notes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	63% (96) of Economically Disadvantaged students will make satisfactory progress on the 2012-2013 Math FCAT. This will be an 11% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (80)	63% (96)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student absences and tardiness from school.	Implement rewards program and incentives for those students to attend school regularly	Assistant Principal Teachers	Monitor absences	Oncourse School Messenger graph

*End of Elementary School Mathematics Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Various District level trainings	K-5	District/ Schultz Personnel	School-Wide	9/12-4/13	Teacher presentations to faculty and/or PLCs	Principal Assistant Principal
Math utilizing Technology	K-5	Christine Snyder and Carolyn Law/STC	School-Wide	Every Tuesday afternoon	Teachers will share lessons used in the classroom that emphasize math and technology.	School Technology Contacts
Math utilizing Interactive White boards	K-5	Christine Snyder and Carolyn Law/STCs	K-5 classrooms with Interactive Whiteboards	Every Thursday morning from October 2012 until January 2013	Teachers will discuss student response to this technology. Teachers will develop and share lessons utilizing the interact	School Technology Contacts
Unpacking Common Core	K-2	Math Team	School-Wide	Weekly	Focus Walk	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Mimios	Boosterthon Fun-Run Fundraiser	PTA	\$14,000.00
			Subtotal: \$14,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Math Trainings	TDE- District Workshops	School	\$5,350.00
			Subtotal: \$5,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$19,350.00</b>

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	Students scoring a level 3 on the 2013 Science FCAT will increase by 13% to 43%% (28)
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (54)	53% (82)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention of information from years prior	Implementing prior science curriculum through the use of science centers that focus on previous science standards.	Classroom Teachers Science PLC Administration	Focus Walks Observations	Science Assessments
2	Teachers willingness to take the time to allow students to conduct experiments	Teachers will put experimenting times in their daily class schedules as a guide	Classroom Teachers  Administrators	Focus Walks Monitoring Schedules	Classroom schedules Observations
3	Lack of time during the day	Implement guided reading using the science leveled readers (K-3 Seeds of Science) found in PD resource room to help reading comprehension using CCSS	Science Teachers Reading Teachers  Administrators	Monitoring Lesson Plans Monitoring Science leveled readers check-out from PD room	Science Assessments Benchmarks Common Assessments Assessments Benchmarks Progress Monitoring Assessments
4	Parents lack of understanding of Science standards and expectations	Science Team will implement Science Night—Real life connection to science	Science Team	Program review	Sign-In Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students scoring at a level 4 or 5 on the 2013 Science FCAT will increase by 4% to 31% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (36)	31% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Utilizing 5 Es in Science instruction	Develop centers for higher-level learners with more challenging questions and critical thinking	Science Teachers Science PLC	Observations Students engagement	Science assessments
2	Lack of Familiarity with CCSS	Science Fair projects for all grades 4 and 5 students	Science Teachers Assistant Principal	Observations Talks during Grade Level meetings	Completed Science Fair projects Project Grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A



Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Planning and Facilitation of Science Labs	K-5	District Science Coach	School -Wide	January 2013	Monitoring the implementation of Science Labs	Principal Assistant Principal
Science Utilizing Technology	K-5	Christine Snyder and Carolyn Law/STC	School -Wide	Every Tuesday afternoon	Teachers will share lessons used in the classroom that emphasize science and technology	STCs

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Students scoring a level 4 or higher on the 2013 Florida Writes will increase by 30% to 50% (60).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (27)	50% (60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of rigor in all grade levels	Professional development in writing PLCs to help instruct rigor in each grade level	All Teachers Writing PLC Assistant Principal	Monitoring sourcebooks/Writer's notebooks Monitor Writing portfolios	PLC minutes and notes turned in to AP. Student writing samples
2	Students unable to write daily due to scheduling conflicts like resources and programs	Include journal/writing in all subject areas. Stay rigorous with scheduling start and stop times	All Teacher, Principal, Assistant Principal Writing PLC	Monitoring sourcebooks and Writer's notebooks, Writing portfolios and Focus walks	Anecdotal conferencing notes Focus walks
3	Poor conferencing practices	Use anchor papers with student and teachers to demonstrate what 4.0 or higher looks like	ELA Teachers Writing PLC	Posted student work with commentary and rubrics	Rubrics, On demand writing prompts, anecdotal conferencing notes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Peer Training on the Effective Writing Classroom	3-4	Donna Ayers Angela Blank	ELA teachers in grades 3 and 4	November 7, 2012	Classroom observations Focus Walks Sharing students work during PLC	Principal Assistant Principal
Grade Level Meetings	4th	Gwen Garner GL Chair	4th grade ELA teachers share student work	Every other Thursday	Grade level meeting notes submitted weekly	Principal Assistant Principal Grade Level

Writer's Workshop utilizing Technology	K-5	Christine Snyder and Carolyn Law/STC	School-Wide	Every Tuesday afternoon	Students will produce a product of some sort that shows technology has been utilized	Chair STCs
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate during the 2012-2013 school year will increase by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.6%5% (601)	96.6%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
26% (224)	21% (174)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
4% (30)	3%(25)

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not seeing the value of being on time	Monthly drawings for gift cards for parents who bring students to school on time every day	Assistant Principal Business Partners	Monitor daily attendance	School messenger absent students call graph
2	Car riders are consistently late which impacts instructional time	After 5 tardies, an administrator will schedule a conference with the parents to discuss the importance of regular attendance	Administrators Mrs. Tilley	Monitor daily tardy records	Sign-In sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
"Gardner of the Week" Weekly Incentive Program	Lanyards for badges, badges, free kids meals, free slushies	Donations from businesses	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Attendance Goal(s)*

Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	The number of students who are suspended will decrease by 1%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1% (11)	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
.5% (5)	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10% (80)	9% (74)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4% (31)	3% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents hearing mostly negative feedback from teachers.	Teachers calling parents when students are behaving good or sending home positive notes	Teachers Administrators	Focus walks verifying communication logs being used for positive reinforcement and not just negative	Reduction of suspension count by population Communication log
2	Teachers and staff not consistent with rules and rewards	Reinforce and expand the implementation of CHAMPs in classrooms and Foundations in common areas	Foundations Team Principal Assistant Principal	Monitor and observe CHAMP in action in classrooms and common areas	Reduction of referrals
3	Students lack problem solving skills /strategies.	Increase the frequency of expectations assemblies with the student body. Reinforce Second Step strategies.	Assistant Principal Foundations Committee	Interact with students to determine their understanding of expectations.	Student Surveys

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		During the 2012- 2013 school year, parent involvement will increase by 3%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
5% (79) 3,496 hours		8% (132) 3,925 hours			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parents lack of	Conduct volunteer	Assistant Principal	Monitoring trainings	Sign-In sheets

1	knowledge about volunteering	trainings through- out the school year to give knowledge about how volunteers can help students in core subjects		Monitoring Volunteer hours	
2	Teachers reluctant to effectively use volunteers	Incorporate "Tips for utilizing volunteers in the classroom" segment in the Weekly teacher newsletter	Assistant Principal	Observation of volunteers within the building	Volunteer sign up and sign in logs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Communication via website	Maintaining the website	School	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use of student Agenda	Student Agendas	School	\$6,500.00
Volunteer Orientation	Breakfast	Donation	\$0.00
			Subtotal: \$6,500.00
			Grand Total: \$6,500.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM		N/A			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of STEM Goal(s)



## Additional Goal(s)

### Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Safety Goal #1:		The number of student accidents in-school and on the playground will decrease in 2012-2013 by 5%.			
2012 Current level:		2013 Expected level:			
12% (102)		7% (59)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Recess is not teacher-directed	Train teachers on different types of group physical activities and discuss rules for those activities	P.E. Coach Principal	Monitoring recess through-out the day	Accident Reports

### Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Safety Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve Reading Comprehension	CARS- Workbooks	Extended Day	\$1,000.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incorporate technology in reading lessons and other academic activities	BrainPOP	SAC	\$2,095.00
Mathematics	Purchase Mimios	Boosterthon Fun-Run Fundraiser	PTA	\$14,000.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Communication via website	Maintaining the website	School	\$0.00
				Subtotal: \$16,095.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Attend Literacy Lead & ELA Workshops	District TDEs	School	\$5,350.00
Mathematics	District Math Trainings	TDE- District Workshops	School	\$5,350.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$10,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilizing volunteers to support students small group	Houghton Mifflin, teacher created	School	\$0.00
Attendance	"Gardner of the Week" Weekly Incentive Program	Lanyards for badges, badges, free kids meals, free slushies	Donations from businesses	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Use of student Agenda	Student Agendas	School	\$6,500.00
Parent Involvement	Volunteer Orientation	Breakfast	Donation	\$0.00
				Subtotal: \$6,500.00
				Grand Total: \$34,295.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/11/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase of BrainPop for students to be able to access at home and school	\$2,014.00

Describe the activities of the School Advisory Council for the upcoming year

SAC will continue having conversations about traffic patterns and parking, building relationships, gaining business partners, home-school communication, and school improvement.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Duval School District LOUIS S. SHEFFIELD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	85%	73%	68%	311	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	61%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	55% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					553	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District LOUIS S. SHEFFIELD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	86%	84%	67%	325	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	62%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	59% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					575	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested