

# 2012-2014 COMPREHENSIVE PLAN | Sheffield Elementary REPORT *data*



● GOAL MET     
 ● GOAL NOT MET/PROGRESS     
 ● GOAL NOT MET/NO PROGRESS

INDICATOR		2011-2012	2012-2013	% Change	<span style="color: green;">●</span> <span style="color: yellow;">●</span> <span style="color: red;">●</span>	NOTES
ACHIEVEMENT	PALS Pass Rate for Grade 2 only	87%	80%	-8%	●	<ul style="list-style-type: none"> <li>•2<sup>nd</sup> grade PALS rate taken in the spring of 2012 and 2013.</li> <li>•Interventions in response to decrease are noted under TA02.</li> </ul>
	SOLS (see pgs. 2-)					
BEHAVIOR	STUDENT ATTENDANCE	8%	9.4%	17.5% increase	●	•Students who missed 7 or more school days
	SUSPENSION	9.8%	9.2%	6% decrease	●	•Percentage of students who received suspensions decreased.
CULTURE	STAFF ATTENDANCE	13.5%	16.8%	-3.3%	●	Professional leave not included.
	PARENT INVOLVEMENT	93	215	131% increase	●	•Data determined by parent volunteers.

# 2012-2014 COMPREHENSIVE PLAN/ Sheffield Elementary REPORT *SOL data*

● GOAL MET     
 ● GOAL NOT MET/PROGRESS     
 ● GOAL NOT MET/NO PROGRESS

INDICATOR		2011-2012	2012-2013	DIFFERENCE	<div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <span style="color: green;">●</span> <span style="color: yellow;">●</span> <span style="color: red;">●</span> </div>	NOTES
<b>ACHIEVEMENT</b>	<b>MATH</b> (new test 2012)	41%	48%	+7%	<span style="color: yellow;">●</span>	<ul style="list-style-type: none"> <li>•Federal Accountability- Reduced the failure rate of the 3 year average by 10% for all students and Gap Group 2.</li> <li>•State accreditation was not met.</li> </ul>
	<b>READING</b> (new test 2013)	82%	56%	-26%	<span style="color: yellow;">●</span>	<ul style="list-style-type: none"> <li>•Federal Accountability- Met the AMO target with the 3 year average for all students and Gap Group 1. Met the AMO target for Gap Group 2.</li> <li>•State accreditation was not met.</li> </ul>
	<b>SCIENCE</b> (new test 2013)	85%	70%	-15%	<span style="color: yellow;">●</span>	<ul style="list-style-type: none"> <li>•Although the percentage of students who passed, decreased, the state accreditation benchmark was still met.</li> </ul>
	<b>SOCIAL ST.</b> (new test 2011)	78%	87%	+9%	<span style="color: green;">●</span>	<ul style="list-style-type: none"> <li>•State accreditation benchmark was exceeded by 17%.</li> </ul>

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ACHIEVEMENT</b></p> <p style="text-align: center;"><b>TA01</b></p>	<ol style="list-style-type: none"> <li>1. Teachers in grades K-2 will administer the PALS assessment in the fall and spring. Teachers in grade 3 will administer the PALS assessment in the fall.</li> <li>2. Teachers in grades K-5 will review report card grades in reading and math on a quarterly basis. PLC's will meet and discuss intervention strategies for students making D's and F's.</li> <li>3. Teachers will administer Interactive Achievement common formative assessments in grades 3-5, fall, winter, and spring for Reading, Math, Science, and Social Studies to receive baseline data and then to monitor progress.</li> <li>4. Teachers in grades 3-5 will use the test bank from Interactive Achievement to create common assessments, both formative and summative. In Professional Learning Communities, teachers will then be able to analyze, share, and discuss data related to student academic progress.</li> <li>5. Teachers in K-5 will use i-Ready to generate math and reading data about individual student performance and to monitor progress.</li> </ol>	<ul style="list-style-type: none"> <li>•Implementation of I-Ready Achievement Diagnostic Assessment for grades K-5.</li> <li>•Implementation of Interactive Achievement formative assessments for grades 3-5.</li> </ul>

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
ACHIEVEMENT	<p><b>TA01</b></p> <ol style="list-style-type: none"> <li>6. Teachers in grades 3-5 will closely monitor the progress of students who scored 425 or below on the Reading SOL in 2012-13.</li> <li>7. Teachers in grades 3-5 will closely monitor the progress of students who scored 425 or below on the Math SOL in 2012-13.</li> <li>8. Student reports for ST Math will be used to recognize student deficits for grades K-5.</li> </ol>	
	<p><b>TA02</b></p> <ol style="list-style-type: none"> <li>1. Selected Tier 2 students will receive the following intervention: -Leveled Literacy Intervention (LLI) is a reading intervention provided by the Title I reading specialists. This intervention is provided for identified students in grades 1-3 for 30 minutes per day for a minimum of 14 to 18 weeks. Students in kindergarten will receive services beginning in January.</li> <li>2. Selected Tier 2 students will receive the following intervention: Students who did not meet the PALS fall benchmark receive Early Intervention Reading Initiative (EIRI) services 30 minutes daily.</li> <li>3. Select Tier 3 students will work with i-Ready Instructional software for Reading Intervention.</li> </ol>	<ul style="list-style-type: none"> <li>•Expansion of Leveled Literacy Intervention program for use with special education students.</li> <li>•Use of academic coaches for support in reading and math.</li> </ul>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACHIEVEMENT</p> <p style="text-align: center;"><b>TA02</b></p>	<ol style="list-style-type: none"> <li>4. Select Tier 3 students will work with i-Ready Instructional software for Math Intervention.</li> <li>5. Each grade level will have a daily intervention block for math and/or reading remediation.</li> <li>6. Students in kindergarten will receive a minimum of 60 minutes of ST math intervention per week. Students in grades 1-5 will receive a minimum of 90 minutes of ST math intervention per week.</li> <li>7. Students who are identified as Tier 2 students will receive the following intervention: 20 minutes of small group guided reading instruction three or four times a week. This intervention will be implemented by the classroom teacher.</li> <li>8. Title I Teacher Assistants will be trained to use embedded lesson plans from i-Ready diagnostic data for use with identified Tier 2 students in reading.</li> <li>9. Select SPED students will participate in the Leveled Literacy Intervention (LLI) Program for specialized reading instruction.</li> </ol>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ACHIEVEMENT</b></p> <p style="text-align: center;"><b>TA03</b></p>	<ol style="list-style-type: none"> <li>1. Professional Learning Communities (PLC) will meet to analyze data and adapt instructional practices and grouping for intervention with identified students.</li> <li>2. The School Improvement Team will monitor the implementation of the Sheffield School Improvement Plan.</li> <li>3. Teachers will monitor the progress of the identified interventions by analyzing student data (i-Ready Diagnostic testing, Interactive Achievement benchmark and formative assessments, PALS, and report card grades) quarterly. Adjustments will be made to interventions as needed.</li> <li>4. Students in grades K-3 who did not make the fall benchmark will be administered the mid-year PALS assessment.</li> <li>5. Datacation (grades K-5), i-Ready Diagnostic Data (grades K-5), and Interactive Achievement (grades 3-5) will be used to monitor the progress of students and interventions outlined in TA01 and TA02.</li> </ol>	<ul style="list-style-type: none"> <li>•Implementation of i-Ready Achievement Diagnostic Assessment for grades K-5.</li> <li>•Implementation of Interactive Achievement formative assessments for grades 3-5.</li> </ul>

INDICATOR		Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
BEHAVIOR	IIIC10	<ol style="list-style-type: none"> <li>1. PBIS team will communicate opportunities for faculty and staff to contribute ideas for a school-wide behavior plan.</li> <li>2. PBIS team will analyze faculty and staff feedback and incorporate ideas into school-wide behavior initiative.</li> <li>3. PBIS team will present school-wide behavior initiative to ALL faculty and staff. Activities will be conducted to establish common language and shared on-going expectations.</li> <li>4. School-wide behavior expectations will be introduced, taught, modeled, and enforced.</li> </ol>	<ul style="list-style-type: none"> <li>•Use of truancy and security attendant to coordinate with families to improve attendance rates.</li> <li>•Implementation of Positive Behavior Intervention and Support program.</li> </ul>
CULTURE	IIIE10	<ol style="list-style-type: none"> <li>1. The PBIS team will develop and present a school-wide recognition plan for students.</li> <li>2. The PBIS team will develop and implement forms of recognition to celebrate the success of faculty/staff.</li> </ol>	<ul style="list-style-type: none"> <li>•Implementation of Positive Behavior Intervention and Support program.</li> </ul>