

Escambia County School District

# Sherwood Elementary School



2015-16 School Improvement Plan

## Sherwood Elementary School

501 CHEROKEE TRL, Pensacola, FL 32506

[www.escambia.k12.fl.us](http://www.escambia.k12.fl.us)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	75%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	57%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	D	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Escambia County School Board.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission at Sherwood Elementary School is to educate and grow excited, self-sufficient learners. We are to assist and support learning to help students fulfill their academic goals. We also provide students the tools necessary to develop appropriate social interaction skills.

##### Provide the school's vision statement

Our vision is that children leave our school embodying our arrows of excellence which are to be respectful, responsible, honest, and active learners.

#### School Environment

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

Sherwood is a PBS school, emphasizing positive interventions that build on students' strengths. One layer of our PBS program is "Capturing Kids' Hearts" where the primary focus is developing healthy relationships by creating a safe learning environment through the targeted steps of engage, explore, communicate, empower, and launch.

**Engage:** Every morning the teacher greets each student at the door with a handshake and affirmation.

**Explore:** Class begins with "Good Things" time, where 3 to 4 students share something good. The teacher and the rest of the class listens, probes, and asks questions. When students share something not so good, class practices empathy.

**Communicate:** The teacher addresses the needs of students, identified in the first two daily steps, when teaching content to make it more relevant to students.

**Empower:** The class social contract is created, so that students know what is acceptable and not, as well as the consequences. The social contract is built by four guiding questions:

How do you want to be treated by me (the teacher)?

How do you want to be treated by others?

How do you think I (the teacher) want to be treated by you?

How do we treat each other when there is conflict?

The teacher is supporter and encourager, and is always referring back to the social contract as needed. The goal is for students to feel safe to take risks in learning. Students are taught how to give affirmations to each other.

**Launch:** Summarizing what has happened in class each day and helping students determine how it is relevant to them.

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

Sherwood is a PBS school, emphasizing positive interventions that build on students' strengths. All faculty and staff award "Bullseye" Bucks to students that they see making good choices. Students can receive "Bullseye" Bucks in all areas at school. As students are recognized, they are told the positive behavior that was observed by the adult. The "Bullseye" Bucks can be used in the reward store. Based on citizenship grades each week, students can gain admittance to the Quarterly Incentive Activity. We culminate the school year with bonus bucks and special prizes.

One layer of our PBS program is "Capturing Kids' Hearts" where the primary focus is developing



healthy relationships by creating a safe learning environment through classroom steps that are also mirrored outside the classroom through common verbal and nonverbal language such as "check yourself", "foul", and "time out". The "Four Questions" are used by adults throughout the school when dealing with misbehavior or disrespect.

Additionally, we provided a gift bag to all students during meet and greet. The whole school visited the homes of students who were not in attendance. We also provided gift bags for them.

**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**

Sherwood uses PBS and Capturing Kids' Hearts strategies to minimize distractions to keep students engaged during instructional time. Classroom expectations and Class Created Social Contract are posted and referred to throughout the day. Students are taught self checking and buddy checking strategies to curtail misbehavior. When necessary teachers use the "Four Questions" to redirect students. "Bullseye" Bucks for the reward store are given to students for making good choices. Based on citizenship grades each week, students can gain admittance to the Quarterly Incentive Activity. For minor behaviors, Classroom Behavior Tracking Forms will be completed by the observing teacher or staff. Teachers can also request the Principal, Curriculum Coordinator, or Guidance Counselor intervene on minor issues in an effort to avoid future major behavior incidents. These incidents will be logged in the Principal's Discipline Log. Once a discipline referral is written for a student, the office will meet with the student to discuss/explain the infraction that has been cited. The student will be given an opportunity to tell his/her side of the story. We will speak to any students/witnesses that may have witnessed the infraction. If necessary, we will speak with the teacher responsible for writing the discipline referral for further clarification, and the administration will decide what action will be taken. The parent of the student will then be contacted to let him/her know that the student was seen in the office that day. We will explain the discipline referral to the parent and the action that was taken as a result. Any questions that the parent may have will be addressed. The parent will be asked to discuss the referral with the child, sign it and return it to school the following day.

The PBS and Capturing Kids' Hearts teams will meet monthly to share and look at data. Each grade level will have a team member that communicates with them individually to address concerns and serve as their representative to the PBS team. Monthly Capturing Kids' Hearts surveys will be taken. We will address needs and concerns as they arise, and the team will work to monitor implementation school-wide based on data, including walk through data, and teacher input. We will seek input and share data at faculty meetings as well. Further training/refreshers will be provided based on data analysis.

**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**

Students social-emotional needs are met through our school wide PBS and Capturing Kids' Hearts programs. These needs are also met through services provided by our Guidance Counselor, School Psychologist, District Mentoring Program Mentors, Title 1 Guidance Counselor. School based mentors will be provided for our lowest performing students.

### 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	5	25	19	12	25	17	103
One or more suspensions	0	7	9	19	15	13	63
Course failure in ELA or Math	3	13	8	12	21	12	69
Level 1 on statewide assessment	1	8	6	17	11	8	51
	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	11	5	15	19	9	62

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

Attendance letters have been sent to the parents of students who had attendance below 90 percent. This letter reminds the parent of the attendance problems of the child and encourages the parent to help to rectify the situation.

Students who had at least two suspensions will have a meeting with the principal and guidance counselor to help set goals for the year. The guidance counselor will establish a system to check in monthly with the teachers of these students. Students continuing to have behavior problems will be assigned to our Rtl team to develop strategies for success.

The school's resource teacher and her tutors will work with students who had course failure or scored Level 1 on the statewide assessment. For those students who had course failure and have not yet been assigned to the Rtl process, that process will be started for those students.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174500>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Our school's assistant principal serves as our business partner liason. Through our School Advisory Council, teachers and parents we recruit organizations and individuals who want to make a difference in the lives of our students. Area businesses are approached at least annually for support. Our School Advisory council, comprised of teachers, parents and community members meets at least quarterly.

**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:**

Name	Title
Knight, Larry	Principal
Tindell, Sunday	Assistant Principal
Vaughn, David	Other
Curtis, Monya	Guidance Counselor
Ballard, Melissa	Teacher, K-12
Golden, Stephanie	Teacher, K-12
Quick, Alexis	Teacher, K-12
Middlestadt, Angel	Teacher, K-12
Wallace, Maderia	Teacher, K-12
Steele, Joshua	Teacher, K-12
Peery, Carolyn	Teacher, K-12
Wyrick, Tamika	Instructional Media

**Duties**

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

The function and responsibility of the school-based leadership team is to monitor the RTI/MTSS process and to ensure that the individualized plan is being implemented to fidelity. The team is responsible for meeting on a regular basis to update the plan according to the student needs, thus increasing their chances for individual academic or behavior success. The SIP will serve as a fluid tool for the team to reflect upon the effective implementation of the RTI/MTSS at Sherwood Elementary.

***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***

Monthly data meetings will be held to monitor student progress and curriculum needs. The principal, assistant principal, Curriculum Coordinator, School Psychologist, Staffing Specialist, RTI Resource teacher and guidance counselor will be participants at the meetings with each grade level. Students who are identified during these meetings as not demonstrating significant gains academically or behaviorally will be immediately referred to the RTI/MTSS process. The team, also to include the parent will devise a plan for monitoring the student's progress and implementing research based

strategies to improve academics and/or behaviors. The plan will be closely monitored for fidelity in accordance with the timeline established by the district.

#### Title I, Part A

Sherwood Elementary School receives support through Federal, State, and local programs. Title I funds of \$183,245 are used to provide additional personnel at the school level to support the classrooms. This year funds are being used to purchase a curriculum coordinator position, a teacher assistant and a resource teacher position. Funds are also used to purchase resources and materials to supplement classroom instruction. Services are also provided to ensure students requiring additional remediation are assisted through afterschool programs.

#### Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there is one migrant student attending Sherwood Elementary School. This student is a high performing student and is currently receiving no services not offered to all students. This student's progress is being monitored. Interventions will take place if this student's progress begins to decline.

#### Title I, Part D

Services to neglected and delinquent students are provided by various district operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

#### Title II

Professional development is offered at both the school and district level.

#### Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school based sites attend their zoned school where ESOL endorsed teachers provide services. All teacher who serve ELL identified students have ESOL endorsement on their teaching certificate or are in the process of completing this endorsement. Our school is not an ESOL center, but we serve 1 ELL student. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the student at our school. This teacher assists both the classroom teacher and the ELL student.

#### Title X

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I District Office. At Sherwood we have identified 15 students classified as homeless and provide additional assistance to these students and their families.

#### Supplemental Academic Instruction (SAI)

SAI funds for the 2015-2016 school year are \$21,294. These funds will be used to fund personnel to provide tutoring for students. These personnel will work under the supervision of our resource teacher. These funds will also be used to purchase technology to assist with our district's initiative to provide 1:1 technology for our 3rd, 4th, and 5th grade students.

#### Violence Prevention Program

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion, Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnson Stand Up for All Students aCt, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

#### Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance

School. This school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children. Our school is also taking part in the 5 2 1 0 Let's Go! Program. The 5 2 1 0 Let's Go! Program is a nationally recognized childhood obesity prevention program. It has been adopted by the Florida Department of Health in Escambia County and is based on a program developed by the Barbara Bush Medical Center in Maine.

It is centered on the common message of:

5 fruits and vegetables every day

2 hours or less of recreational screen time every day

1 hour or more of physical activity every day

0 sugary drinks every day, emphasizing more on water and low-fat milk

**Housing Programs**

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

**Head Start**

There are three modular buildings hosting Head Start Pre-Kindergarten students. The district allows these units to be on our campus however, the program is completely self contained and operates independently of Sherwood Elementary.

**Adult Education**

Evening programs are offered at all of our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Larry Knight	Principal
Tatum Collins	Teacher
Shirley Hawkins	Education Support Employee
Angela Smith	Education Support Employee
Jennifer Hill	Parent
Heather Fields	Parent
Kim Stacy	Parent
Angie Frank	Parent
Andrea Turner	Parent
Maderia Wallace	Parent

**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*

An update of progression towards our goals was shared with the SAC and they were given opportunities to suggest changes and ask questions throughout the year.

*Development of this school improvement plan*

A copy of the plan will be shared with the SAC for input at the September meeting. The principal will make a presentation of the plan to members during this meeting as well. The council will then have an opportunity to make recommendations for additional information to be added or deleted from the plan. An update of progression towards our goals will be shared with the SAC and they will be given opportunities to suggest changes to the document throughout the year.

*Preparation of the school's annual budget and plan*

SAC members are presented with the budget proposal for the next school year and are provided opportunities to ask questions and suggest changes to the plan.

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

There were no school improvement funds last year.

***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:**

Name	Title
Ballard, Melissa	Teacher, K-12
Golden, Stephanie	Teacher, K-12
Harvey, Ila	Teacher, K-12
Knight, Larry	Principal
Quick, Alexis	Teacher, K-12
Tindell, Sunday	Assistant Principal
Vaughn, David	Administrative Support
Wyrick, Tamika	Instructional Media
Steele, Joshua	Teacher, K-12
Middlestadt, Angel	Teacher, K-12
Wallace, Maderia	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

Implementation of Reading Wonders with fidelity. The team will assist teachers in utilizing all components of the program during the 120 minute English Language Arts block to include reading, writing, spelling, grammar, and small group instruction. The team will discuss scheduling, planning, and use of the resources provided with the program to ensure successful implementation in all classrooms.

Utilization of higher order questioning skills. Teachers will be focusing on developing questions that prompt higher order thinking skills within the classroom. The team plans to focus on assisting teachers with a transition from recall and knowledge based questions to questions that require students to analyze and create. The team will provide teachers with resources, question stems, and

professional development that will prompt deeper questioning.

Integration of writing across the curriculum. Teachers will be teaching students how to apply Florida reading standards in written format as a response to literature and informational text in all subject areas. The LLT will share and discuss ideas for integrating smoothly and successfully.

Data driven small group instruction. The team will be focusing on analyzing data related to students' Oral Reading Fluency, and Comprehension levels with results of quarterly district created assessments in order to form flexible reading groups and plan instruction for the groups. The team will discuss remediation and enrichment opportunities that can be utilized within each classroom in order to provide targeted instruction for students.

## 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**

To encourage positive working relationships between teachers to include collaborative planning and instruction our school has implemented the following:

1. A social contract was created and signed by all teachers. This contract depicts behavior expectations during meetings.
2. Common planning time is provided for all teachers at least 4 times per week. Grade level teams are required to meet twice per week, documenting the details of their meetings.

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

Recruitment and retention of highly effective teachers is essential to the continuous improvement of a school. At Sherwood Elementary, the principal will work with district personnel to provide support through the START program (Successful Teachers Assisting Rising Teachers). The program provides the new teachers with a CT (Consulting Teacher), who meets with them on a regular basis to observe, provide feedback, and as a team collaborate on strategies to improvement in areas of concern.

The principal, assistant principal, and curriculum coordinator will meet with the new teachers on a monthly basis to determine needs and to provide support. The teachers will participate in required district trainings in order to support the classroom instruction. The teachers will be given release time as needed to visit model classrooms for further support and development as a professional.

The principal will review data from the employee engagement survey and make adjustments as necessary to make the working environment one that will make employees want to stay.

Teachers who practice effective teaching strategies will be randomly featured at the start of faculty meetings.

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

In addition to the district's mentoring program, Sherwood Elementary implements a site based mentor program where each first year teacher is assigned a grade level teacher mentor who assists them with school procedures, policies, and other areas of school related concerns. They work collaboratively on planning and will be provided with opportunities to visit other classrooms to gain insight and ideas for continuous improvement.

New Teacher Mentor Teacher

Colleen Maurer (3rd Grade) Melissa Ballard (3rd Grade Teacher)

Leslie Nevaraz (Kindergarten) Alexis Quick (Kindergarten Teacher)

Rachel Hurtz (ESE) Georgia Seitz (5th Grade Teacher)

Ashley Digmon (1st Grade) Angel Middlestadt (1st Grade Teacher)

## 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***

Sherwood begins all instructional decision making with the Florida Standards. Teachers utilize the district standards alignments to know which standards to be focusing on first, then work to understand the standards prior to pulling instructional materials. The core materials, programs, and resources used are adopted by the district, therefore alignment to the Florida Standards exists, but teachers are trained to read and understand the standards prior to planning the use of any materials and understand that not all parts of a resource are always aligned directly to Florida Standards. All whole and small group activities, enrichment and remediation resources, and instructional programs are aligned to grade level 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***

Sherwood utilizes multiple sources of data to include Discovery Education Assessment data, formative assessments, weekly, chapter, and unit assessments to inform instruction. Each month, team leaders will lead their team to take a look at the data most relevant to each grade level's instruction that month. They will analyze and evaluate student performance data while making judgments and decisions related to student needs, teacher strengths, and intervention and enrichment strategies. Teams are working toward facilitating flexible grouping across the grade level to maximize on teacher strengths. Systems are in place to support team sharing of data on a weekly basis, which holds each team accountable for addressing student needs and following through with their plans for meeting student's needs while fostering a culture of data sharing and collaborative problem solving within the school.

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



**Strategy: After School Program**

**Minutes added to school year: 3,840**

Our school's Running Team will meet Tuesdays and Thursdays for 60 minutes each day. Participants will gain knowledge of running techniques and will participate in area runs. Goals will be set for mileage completion.

**Strategy Rationale**

Research has shown that students involved in physical activity for 60 minutes a day perform better academically.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Quick, Alexis, aquick@escambia.k12.fl.us

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

Data collected will be done so through the Stride Track data collection system. This information will be used to determine if students are meeting their goals.

**Strategy: Extended School Day**

**Minutes added to school year: 10,800**

All students are involved in a daily extended reading block. The reading block is for 60 minutes daily. During the block the following occurs:

- 15 minute focused read-aloud with higher order questioning/discussions
- 30 min. writing- Writer's Workshop using 6 Traits, including responding to text
- 15 minutes intense direct instruction, based on data

**Strategy Rationale**

State mandated due to school performance on FCAT

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Knight, Larry, lknight2@escambia.k12.fl.us

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

Discovery Education, STAR Reading

**Strategy: After School Program**

**Minutes added to school year: 2,520**

Fifth grade students will have the opportunity to gain experiences with hands on science instruction through our Science Club. Science Club will meet four days per month for 90 minutes per session.

**Strategy Rationale**

Our fifth grade science scores had a significant decrease during the 2013-14 school year.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Seitz, Georgia, gseitz1@escambia.k12.fl.us

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

Discovery Education Benchmark assessments and probes will be used to determine the effectiveness of this program as compared to those who do not participate.

**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**

The Head Start program has four units located on our school campus. We will work with the Head Start program to provide pre-kindergarten students an opportunity to visit kindergarten classrooms and tour the school prior to the end of the year. During the first semester, kindergarten teachers will conference with parents on expectations and curriculum for the upcoming year.

**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**

N/A

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

N/A

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

N/A

**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**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increasing the level of student engagement will lead to increased student achievement.
- G2.** Creating a positive, risk-free environment for teachers, students, and parents will lead to a decrease in misbehavior and increase in student achievement.

## 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. Increasing the level of student engagement will lead to increased student achievement.** 1a

G072268

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	60.0

**Resources Available to Support the Goal** 2

- Professional development on Cooperative Learning to increase student engagement.
- Kagan trained faculty and staff
- PD360
- District ELA and Math coaches
- DOE Team

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher training
- Lack of follow-up on training

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

The administration will meet with each grade level at least once a month to discuss teacher concerns or positive highlights related to the implementation of the structures and strategies. The monthly engagement strategies are planned based on high effect strategies as illustrated through John Hattie's "Visible Learning". Which strategy presented each month depends on two criteria:

1. Uneven implementation of these strategies as evidenced through classroom walkthrough data.
2. Strategies not seen being implemented as evidenced through classroom walkthrough data.

**Person Responsible**

Larry Knight

**Schedule**

Monthly, from 9/15/2015 to 5/13/2016

**Evidence of Completion**

Sign in sheets and notes from the meeting will be the evidence used for progress monitoring.

**G2.** Creating a positive, risk-free environment for teachers, students, and parents will lead to a decrease in misbehavior and increase in student achievement. 1a

G072269

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	50.0

**Resources Available to Support the Goal** 2

- PBS Coach
- Capturing Kids Hearts Leadership Team and Consultant
- "I Hear You Knocking- But You Can't Come In!! A Framework for Creating a Welcoming Environment in Schools" by Eric Davis
- Sherwood Satisfaction Surveys in school lobby

**Targeted Barriers to Achieving the Goal** 3

- Not all teachers have been trained in Capturing Kids' Hearts.
- Possible negative previous experiences.

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

Schoolwide Discipline Data

**Person Responsible**

Sunday Tindell

**Schedule**

Quarterly, from 10/16/2015 to 5/27/2016

**Evidence of Completion**

Discipline reports from FOCUS and anecdotal notes from the principal's behavior log;

## 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.** Increasing the level of student engagement will lead to increased student achievement. **1**

 G072268

**G1.B1** Lack of teacher training **2**

 B188436

**G1.B1.S1** Teachers will attend "Kagan Cooperative Learning Structures" training. **4**

 S199851

### Strategy Rationale

Student engagement is key to getting students to learn. Training on specific cooperative learning strategies will provide the tools needed for effective implementation across curriculum.

### Action Step 1 **5**

Teachers will attend "Kagan Cooperative Learning Structures" training

#### Person Responsible

Larry Knight

#### Schedule

On 8/6/2015

#### Evidence of Completion

Sign-In sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Teachers are expected to implement some of the structure/strategies as it is appropriate into their curriculum.

**Person Responsible**

Larry Knight

**Schedule**

Weekly, from 9/7/2015 to 5/13/2016

***Evidence of Completion***

Classroom walkthrough postings and lesson plans will be the evidence used to ensure the fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Student participation in the lesson will be a strategy used to monitor the effectiveness of student engagement.

**Person Responsible**

Sunday Tindell

**Schedule**

Weekly, from 9/7/2015 to 5/13/2016

***Evidence of Completion***

Teacher lesson plans and walkthrough data will be used as evidence for monitoring effectiveness.



**G1.B1.S2** Teachers will be provided monthly professional development/refreshers on effective student engagement techniques to incorporate in their classrooms to increase student achievement. Principal, assistant principal, curriculum coordinator, and district coaches will follow up with classroom visits and feedback. 4

 S199852

### Strategy Rationale

Student engagement is the key to getting students to learn. We often have many PD opportunities yet rarely follow-up on these to ensure implementation.

### Action Step 1 5

One cooperative learning structure or student engagement strategy will be presented each month to ensure that teachers have the resources to engage students across all content areas. [copy]

#### Person Responsible

David Vaughn

#### Schedule

Monthly, from 9/30/2015 to 4/15/2016

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers are expected to implement some of the structure/strategies as it is appropriate into their curriculum.

#### Person Responsible

Larry Knight

#### Schedule

Weekly, from 9/7/2015 to 5/13/2016

#### Evidence of Completion

Classroom walkthrough postings and lesson plans will be the evidence used to ensure the fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Student participation in the lesson will be a strategy used to monitor the effectiveness of student engagement.

**Person Responsible**

Sunday Tindell

**Schedule**

Weekly, from 9/7/2015 to 5/13/2016

**Evidence of Completion**

Teacher lesson plans and walkthrough data will be used as evidence for monitoring effectiveness.

**G1.B2 Lack of follow-up on training 2**

 B188437

**G1.B2.S1** Surveys will be used to determine teacher comfort level with implementation of strategies introduced. 4

 S199853

**Strategy Rationale**

We need to determine what teachers feel they need more assistance with implementing.

**Action Step 1 5**

Surveys

**Person Responsible**

Larry Knight

**Schedule**

Monthly, from 9/7/2015 to 4/15/2016

**Evidence of Completion**

Survey results from Survey Monkey

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

Checks and balances will be in place to ensure surveys are conducted.

**Person Responsible**

Sunday Tindell

**Schedule**

Monthly, from 9/7/2015 to 4/15/2016

***Evidence of Completion***

Completed Surveys

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

Classroom Walkthrough data will be collected

**Person Responsible**

Larry Knight

**Schedule**

Weekly, from 9/14/2015 to 5/13/2016

***Evidence of Completion***

Classroom Walkthrough data reports

**G2.** Creating a positive, risk-free environment for teachers, students, and parents will lead to a decrease in misbehavior and increase in student achievement. 1

G072269

**G2.B1** Not all teachers have been trained in Capturing Kids' Hearts. 2

B188438

**G2.B1.S1** The Capturing Kids Hearts Leadership Team will provide an overview training for all teachers in August. A survey will be distributed to all teachers monthly to determine the level of training/refresher needs among the faculty. Walkthroughs will be conducted by administrative staff to monitor the implementation of CKH. The CKH Leadership team will provide monthly training based on the needs provided in the survey and walk-through data. Model lessons, powerpoints, and other training resources will be uploaded to Sherwoods' Google Classroom for ongoing access. 4

S199854

### Strategy Rationale

We feel that providing teachers with this continuous support will increase the likelihood of proper implementation of the skills learned in training.

### Action Step 1 5

Capturing Kids Hearts Refreshers

#### Person Responsible

Melissa Ballard

#### Schedule

Quarterly, from 8/13/2015 to 3/16/2016

#### Evidence of Completion

Sign-In Sheets

### Action Step 2 5

Capturing Kids Hearts Survey

#### Person Responsible

Larry Knight

#### Schedule

Quarterly, from 9/16/2015 to 3/11/2016

#### Evidence of Completion

Survey results from Survey Monkey.

**Action Step 3** 5

Capturing Kids Hearts Walkthroughs

**Person Responsible**

Larry Knight

**Schedule**

Weekly, from 9/7/2015 to 4/15/2016

***Evidence of Completion***

CKH Walkthrough Data

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

CKH Classroom Walkthroughs

**Person Responsible**

Larry Knight

**Schedule**

Weekly, from 9/7/2015 to 4/15/2016

***Evidence of Completion***

Classroom walkthrough data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

CKH Classroom Walkthrough Data

**Person Responsible**

Larry Knight

**Schedule**

Weekly, from 9/7/2015 to 4/15/2016

***Evidence of Completion***

CKH Walkthrough Data and Survey Monkey Results will be used to determine effectiveness.

**G2.B2** Possible negative previous experiences. 2

B188439

**G2.B2.S1** We will provide a gift bag for each student in attendance at the beginning of the year Meet and Greet. Faculty and staff will visit the homes of students who are not in attendance, also providing gift bags. Positive calls home will be made quarterly for each student. 4

S199855

**Strategy Rationale**

We want to ensure the first interaction with students and families is a positive one, sending the message that we value the family relationship with our school. Continued positive interactions throughout the year will maintain and strengthen those relationships. The gift bags and home visits were strategies suggested by the leadership team upon completion of the book study with "I Hear You Knocking, But You Can't Come In! A Framework for Creating a Welcoming Environment in Schools" by Eric Davis.

**Action Step 1** 5

We will provide gift bags for all students at Meet and Greet and visits home for those not in attendance.

**Person Responsible**

Larry Knight

**Schedule**

On 7/29/2015

**Evidence of Completion**

Leadership Team minutes and sign-in sheet; Action Plan developed following the book study

**Action Step 2** 5

Teachers will make at least one positive call per student, quarterly.

**Person Responsible**

Sunday Tindell

**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Quarterly teacher positive call logs.

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

Teachers will provide a list of students not in attendance at Meet and Greet.

**Person Responsible**

Larry Knight

**Schedule**

Quarterly, from 8/13/2015 to 5/31/2016

**Evidence of Completion**

Parent/student sign in sheet from Meet and Greet; Teacher lists of students not in attendance and whose homes were visited; Positive call home logs

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

We will compare quarterly behavior referral data to the prior year's quarterly data. We will also compare climate survey results at end of year.

**Person Responsible**

Larry Knight

**Schedule**

Quarterly, from 10/16/2015 to 5/27/2016

**Evidence of Completion**

Discipline reports from FOCUS and anecdotal notes from the principal's behavior log; End of year climate survey

**G2.B2.S2** Customer service surveys will be placed in the school lobby for stakeholders to complete anytime. 4

S199856

### Strategy Rationale

We want to be more proactive with ensuring we are meeting the needs of all stakeholders. Providing surveys in the lobby the whole year, will send the message that we are open to feedback. This strategy was suggested by the leadership team upon completion of the book study with "I Hear You Knocking, But You Can't Come In! A Framework for Creating a Welcoming Environment in Schools" by Eric Davis.

### Action Step 1 5

The leadership team will create the customer service surveys and they will be placed in the school lobby for stakeholder access all year.

#### Person Responsible

Sunday Tindell

#### Schedule

Daily, from 9/7/2015 to 5/27/2016

#### Evidence of Completion

Survey results

### Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Survey results will be shared with leadership team and SAC monthly.

#### Person Responsible

Sunday Tindell

#### Schedule

Monthly, from 9/30/2015 to 5/27/2016

#### Evidence of Completion

Survey results using survey monkey



**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Survey results will be compared monthly by leadership team and SAC, focusing on trends. Results will also be shared with faculty and staff during monthly faculty meetings.

**Person Responsible**

Sunday Tindell

**Schedule**

Monthly, from 9/30/2015 to 5/31/2016

**Evidence of Completion**

Survey results

**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
G1.B1.S1.A1	Teachers will attend "Kagan Cooperative Learning Structures" training	Knight, Larry	8/3/2015	Sign-In sheets	8/6/2015 one-time
G1.B1.S2.A1	One cooperative learning structure or student engagement strategy will be presented each month to ensure that teachers have the resources to engage students across all content areas. [copy]	Vaughn, David	9/30/2015		4/15/2016 monthly
G1.B2.S1.A1	Surveys	Knight, Larry	9/7/2015	Survey results from Survey Monkey	4/15/2016 monthly
G2.B1.S1.A1	Capturing Kids Hearts Refreshers	Ballard, Melissa	8/13/2015	Sign-In Sheets	3/16/2016 quarterly
G2.B2.S1.A1	We will provide gift bags for all students at Meet and Greet and visits home for those not in attendance.	Knight, Larry	7/13/2015	Leadership Team minutes and sign-in sheet; Action Plan developed following the book study	7/29/2015 one-time
G2.B2.S2.A1	The leadership team will create the customer service surveys and they will be placed in the school lobby for stakeholder access all year.	Tindell, Sunday	9/7/2015	Survey results	5/27/2016 daily
G2.B1.S1.A2	Capturing Kids Hearts Survey	Knight, Larry	9/16/2015	Survey results from Survey Monkey.	3/11/2016 quarterly
G2.B2.S1.A2	Teachers will make at least one positive call per student, quarterly.	Tindell, Sunday	8/17/2015	Quarterly teacher positive call logs.	5/27/2016 quarterly
G2.B1.S1.A3	Capturing Kids Hearts Walkthroughs	Knight, Larry	9/7/2015	CKH Walkthrough Data	4/15/2016 weekly
G1.MA1	The administration will meet with each grade level at least once a month to discuss teacher concerns or positive highlights related to the implementation of the structures and strategies. The monthly engagement strategies are planned based on high effect strategies as illustrated through John Hattie's "Visible Learning". Which strategy presented each month depends on two criteria: 1. Uneven implementation of	Knight, Larry	9/15/2015	Sign in sheets and notes from the meeting will be the evidence used for progress monitoring.	5/13/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	these strategies as evidenced through classroom walkthrough data. 2. Strategies not seen being implemented as evidenced through classroom walkthrough data.				
G1.B1.S1.MA1	Student participation in the lesson will be a strategy used to monitor the effectiveness of student engagement.	Tindell, Sunday	9/7/2015	Teacher lesson plans and walkthrough data will be used as evidence for monitoring effectiveness.	5/13/2016 weekly
G1.B1.S1.MA1	Teachers are expected to implement some of the structure/strategies as it is appropriate into their curriculum.	Knight, Larry	9/7/2015	Classroom walkthrough postings and lesson plans will be the evidence used to ensure the fidelity of implementation.	5/13/2016 weekly
G1.B2.S1.MA1	Classroom Walkthrough data will be collected	Knight, Larry	9/14/2015	Classroom Walkthrough data reports	5/13/2016 weekly
G1.B2.S1.MA1	Checks and balances will be in place to ensure surveys are conducted.	Tindell, Sunday	9/7/2015	Completed Surveys	4/15/2016 monthly
G1.B1.S2.MA1	Student participation in the lesson will be a strategy used to monitor the effectiveness of student engagement.	Tindell, Sunday	9/7/2015	Teacher lesson plans and walkthrough data will be used as evidence for monitoring effectiveness.	5/13/2016 weekly
G1.B1.S2.MA1	Teachers are expected to implement some of the structure/strategies as it is appropriate into their curriculum.	Knight, Larry	9/7/2015	Classroom walkthrough postings and lesson plans will be the evidence used to ensure the fidelity of implementation.	5/13/2016 weekly
G2.MA1	Schoolwide Discipline Data	Tindell, Sunday	10/16/2015	Discipline reports from FOCUS and anecdotal notes from the principal's behavior log;	5/27/2016 quarterly
G2.B1.S1.MA1	CKH Classroom Walkthrough Data	Knight, Larry	9/7/2015	CKH Walkthrough Data and Survey Monkey Results will be used to determine effectiveness.	4/15/2016 weekly
G2.B1.S1.MA1	CKH Classroom Walkthroughs	Knight, Larry	9/7/2015	Classroom walkthrough data	4/15/2016 weekly
G2.B2.S1.MA1	We will compare quarterly behavior referral data to the prior year's quarterly data. We will also compare climate survey results at end of year.	Knight, Larry	10/16/2015	Discipline reports from FOCUS and anecdotal notes from the principal's behavior log; End of year climate survey	5/27/2016 quarterly
G2.B2.S1.MA1	Teachers will provide a list of students not in attendance at Meet and Greet.	Knight, Larry	8/13/2015	Parent/student sign in sheet from Meet and Greet; Teacher lists of students not in attendance and whose homes were visited; Positive call home logs	5/31/2016 quarterly
G2.B2.S2.MA1	Survey results will be compared monthly by leadership team and SAC, focusing on trends. Results will also be shared with faculty and staff during monthly faculty meetings.	Tindell, Sunday	9/30/2015	Survey results	5/31/2016 monthly
G2.B2.S2.MA1	Survey results will be shared with leadership team and SAC monthly.	Tindell, Sunday	9/30/2015	Survey results using survey monkey	5/27/2016 monthly

## 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.** Increasing the level of student engagement will lead to increased student achievement.

**G1.B1** Lack of teacher training

**G1.B1.S1** Teachers will attend "Kagan Cooperative Learning Structures" training.

### PD Opportunity 1

Teachers will attend "Kagan Cooperative Learning Structures" training

#### Facilitator

Kagan Cooperative Learning Consultant

#### Participants

All instructional personnel and teacher assistants

#### Schedule

On 8/6/2015

**G1.B1.S2** Teachers will be provided monthly professional development/refreshers on effective student engagement techniques to incorporate in their classrooms to increase student achievement. Principal, assistant principal, curriculum coordinator, and district coaches will follow up with classroom visits and feedback.

### PD Opportunity 1

One cooperative learning structure or student engagement strategy will be presented each month to ensure that teachers have the resources to engage students across all content areas. [copy]

#### Facilitator

Larry Knight, Sunday Tindell, David Vaughn, Instructional Coaches, and Various Teachers

#### Participants

All instructional staff

#### Schedule

Monthly, from 9/30/2015 to 4/15/2016

**G2.** Creating a positive, risk-free environment for teachers, students, and parents will lead to a decrease in misbehavior and increase in student achievement.

**G2.B1** Not all teachers have been trained in Capturing Kids' Hearts.

**G2.B1.S1** The Capturing Kids Hearts Leadership Team will provide an overview training for all teachers in August. A survey will be distributed to all teachers monthly to determine the level of training/refresher needs among the faculty. Walkthroughs will be conducted by administrative staff to monitor the implementation of CKH. The CKH Leadership team will provide monthly training based on the needs provided in the survey and walk-through data. Model lessons, powerpoints, and other training resources will be uploaded to Sherwoods' Google Classroom for ongoing access.

### **PD Opportunity 1**

Capturing Kids Hearts Refreshers

#### **Facilitator**

Larry Knight, Melissa Ballard, Joshua Steele, Carrie Peery, Joyce Pugh

#### **Participants**

All instructional personnel

#### **Schedule**

Quarterly, from 8/13/2015 to 3/16/2016

## Technical Assistance Items

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

**G1.** Increasing the level of student engagement will lead to increased student achievement.

**G1.B2** Lack of follow-up on training

**G1.B2.S1** Surveys will be used to determine teacher comfort level with implementation of strategies introduced.

### **PD Opportunity 1**

Surveys

#### **Facilitator**

Larry Knight

#### **Participants**

All instructional personnel

#### **Schedule**

Monthly, from 9/7/2015 to 4/15/2016

**G2.** Creating a positive, risk-free environment for teachers, students, and parents will lead to a decrease in misbehavior and increase in student achievement.

**G2.B1** Not all teachers have been trained in Capturing Kids' Hearts.

**G2.B1.S1** The Capturing Kids Hearts Leadership Team will provide an overview training for all teachers in August. A survey will be distributed to all teachers monthly to determine the level of training/refresher needs among the faculty. Walkthroughs will be conducted by administrative staff to monitor the implementation of CKH. The CKH Leadership team will provide monthly training based on the needs provided in the survey and walk-through data. Model lessons, powerpoints, and other training resources will be uploaded to Sherwoods' Google Classroom for ongoing access.

**PD Opportunity 1**

Capturing Kids Hearts Survey

**Facilitator**

Larry Knight

**Participants**

All instructional personnel

**Schedule**

Quarterly, from 9/16/2015 to 3/11/2016

**PD Opportunity 2**

Capturing Kids Hearts Walkthroughs

**Facilitator**

Larry Knight, Sunday Tindell

**Participants**

All instructional personnel

**Schedule**

Weekly, from 9/7/2015 to 4/15/2016

**Budget**

Budget Data						
1	G1.B1.S1.A1	Teachers will attend "Kagan Cooperative Learning Structures" training				\$17,073.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	6400	120-Classroom Teachers	0491 - Sherwood Elementary School	SIG 1003(a)		\$17,073.00
2	G1.B1.S2.A1	One cooperative learning structure or student engagement strategy will be presented each month to ensure that teachers have the resources to engage students across all content areas. [copy]				\$0.00
3	G1.B2.S1.A1	Surveys				\$0.00
4	G2.B1.S1.A1	Capturing Kids Hearts Refreshers				\$0.00
5	G2.B1.S1.A2	Capturing Kids Hearts Survey				\$0.00
6	G2.B1.S1.A3	Capturing Kids Hearts Walkthroughs				\$0.00
7	G2.B2.S1.A1	We will provide gift bags for all students at Meet and Greet and visits home for those not in attendance.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0491 - Sherwood Elementary School			\$350.00
			<i>Notes: The school's internal funds were used to provide material for this event.</i>			
8	G2.B2.S1.A2	Teachers will make at least one positive call per student, quarterly.				\$0.00
9	G2.B2.S2.A1	The leadership team will create the customer service surveys and they will be placed in the school lobby for stakeholder access all year.				\$0.00
					<b>Total:</b>	<b>\$17,423.00</b>