

Escambia County School District

# Sherwood Elementary School



2016-17 Schoolwide Improvement Plan

## Sherwood Elementary School

501 CHEROKEE TRL, Pensacola, FL 32506

www.escambiaschools.org

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	F	C

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Sherwood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	Targeted Support & Improvement - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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.

**c. 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.

**d. 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.

### 3. Early Warning Systems

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	14	20	16	28	17	15	0	0	0	0	0	0	0	110
One or more suspensions	2	10	17	26	25	20	0	0	0	0	0	0	0	100
Course failure in ELA or Math	0	4	0	2	1	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	5	34	45	0	0	0	0	0	0	0	84
	0	0	0	0	0	0	0	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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	3	2	7	12	17	0	0	0	0	0	0	0	41

**c. 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.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305567>.



**2. Description**

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

**2. 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. Area businesses are approached at least annually to determine level of support. 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. Our School Advisory council, comprised of teachers, parents and community members meets at least quarterly.

All school stakeholders, including business partners, other businesses, community leaders and members, parents, volunteers, and mentors are invited to a monthly "Coffee with the Principal".

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Knight, Larry	Principal
Tindell, Sunday	Assistant Principal
Vaughn, David	Other
Robertson, Carroll	Teacher, K-12
Quick, Alexis	Teacher, K-12
Middlestadt, Angel	Teacher, K-12
Steele, Joshua	Teacher, K-12
Peery, Carolyn	Teacher, K-12
Wolter, Megan	
Calvin Golden, Juanita	Teacher, K-12
Ballard, Melissa	Teacher, K-12

**b. Duties**

**1. 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.

**2. 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 \$187,850 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 resource teacher position, and a part time tech coordinator. Funds are also used to purchase resources and materials to supplement classroom instruction.

#### 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 2016-2017 school year are \$21,786. 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 or iPads for kindergarten, 1st, and 2nd 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.

#### 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

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

### **b. Duties**

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

##### *a. 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.

##### *b. 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.

##### *c. 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.

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

The school improvement funds of \$5927.88 allocated during the 2015/2016 school year were used to purchase Chromebooks for 4th and 5th grade students to assist with our district's initiative to provide 1:1 technology for our 3rd, 4th, and 5th grade students.

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

Yes

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

### **3. Literacy Leadership Team (LLT)**

#### **a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Teacher, K-12
Golden, Stephanie	Teacher, K-12
Calvin Golden, Juanita	Teacher, K-12
Knight, Larry	Principal
Quick, Alexis	Teacher, K-12
Tindell, Sunday	Assistant Principal
Vaughn, David	Administrative Support
Peery, Carolyn	Teacher, K-12
Steele, Joshua	Teacher, K-12
Middlestadt, Angel	Teacher, K-12
Robertson, Carroll	Teacher, K-12
Wyrick, Tamika	Teacher, K-12

## b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Implementation of standards based instruction using the Escambia County School District's ELA Framework with fidelity. The team will assist teachers in utilizing the framework to plan standards based ELA lessons to be used during the 120 minute English Language Arts block to include reading, writing, spelling, grammar, and small group instruction.

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.

## D. Public and Collaborative Teaching

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

### 1. 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 2 times per week. Grade level teams are required to meet twice per week, documenting the details of their meetings through our school's Google classroom.
3. A common school bulletin board will be designated for faculty and staff to publicly recognize coworkers for "good things".

## **2. 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.

## **3. 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)

Kerrie Mills (Kindergarten) Alexis Quick (Resource Teacher)

Mark Eligio (1st Grade) Angel Ellis (1st Grade Teacher)

Sarah Scrocchi (1st Grade) Angel Ellis (1st Grade Teacher)

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### **1. 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.

## **b. Instructional Strategies**

**1. 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 FSA, SRA, 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.

**2. 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:

Students scoring level 1 or low level 2 on 2016 FSA or level 1 or 2 on Discovery Ed will be tested using SRA and grouped according to levels. SRA Reading Mastery and Corrective Reading will be used with these flexible groupings across the grade levels to maximize on teacher strengths and target specific reading deficits.

Students scoring level 3 or above on 2016 FSA or Discovery Ed will be grouped accordingly and instructional focus will follow the format below:

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 (including enrichment)

***Strategy Rationale***

State mandated due to school performance on FSA

***Strategy Purpose(s)***

- Core Academic Instruction

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

Knight, Larry, lknight2@ecsdfi.us

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

SRA, Discovery Education, STAR Reading, MAPS



**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 7 percentage point decrease on FSA during the 2015-16 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**

MAPS and district quarterly science assessments will be used to determine the effectiveness of this program as compared to those who do not participate.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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.

**b. College and Career Readiness**

**1. 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

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

N/A

**3. 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

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Designing differentiated lesson plans aligned to Florida standards and instructional outcomes will lead to increased student achievement in all content areas. It will also lead to learning gains among lower quartile students on ELA and math FSA.
  
- 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Designing differentiated lesson plans aligned to Florida standards and instructional outcomes will lead to increased student achievement in all content areas. It will also lead to learning gains among lower quartile students on ELA and math FSA. 1a

G086694

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher training
- Lack of focused and deliberate collaborative planning
- Lack of small group instruction in ELA and math

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Charlotte Danielson's Framework teacher tools for Domain 1
- District ELA, Math and Science coaches, teachers on special assignment, and specialists
- PD360
- DOE Team
- Teachscape Walkthrough data and feedback
- Research Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students Book
- SRA, Tyner, Words their Way, CIS model, RTI Teacher and Tutors

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

Walkthroughs will be conducted by administration

**Person Responsible**

Larry Knight

**Schedule**

Daily, from 8/29/2016 to 5/19/2017

**Evidence of Completion**

Walkthrough Data

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

Monthly data meetings will be held to track student progress using classroom data, Discovery Ed for grades K-and MAPS for grades 3-5

**Person Responsible**

Sunday Tindell

**Schedule**

Quarterly, from 9/30/2016 to 5/26/2017

**Evidence of Completion**

Proficiency and learning gains data will be monitored for the general population and varying subgroups

**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

G086695

**Targets Supported 1b**

Indicator	Annual Target
Discipline incidents	50.0

**Targeted Barriers to Achieving the Goal 3**

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

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- PBS Coach
- Capturing Kids Hearts Leadership Team and Consultant
- Sherwood Satisfaction Surveys in school lobby
- Shouting won't Grow Dendrites by Marcia Tate

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

Schoolwide Discipline Data

**Person Responsible**

Sunday Tindell

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

**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.** Designing differentiated lesson plans aligned to Florida standards and instructional outcomes will lead to increased student achievement in all content areas. It will also lead to learning gains among lower quartile students on ELA and math FSA. **1**

 G086694

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

 B230455

**G1.B1.S1** Instructional coaches and specialists will provide professional development and support in designing standards' based, differentiated lesson plans that will include a variety of service delivery models related to SWD inclusion. **4**

 S243120

### Strategy Rationale

Standards based instruction and differentiated instruction will close learning gaps and increase student achievement. If teachers participate in ongoing professional development related to standards based instruction and differentiation, they will be more likely to apply the strategies to fidelity.

### Action Step 1 **5**

Teachers will attend ongoing ELA, Math, and Science lesson planning professional development focusing on standards based instruction using the district frameworks, differentiated instruction, and DOK.

#### Person Responsible

Sunday Tindell

#### Schedule

Monthly, from 8/18/2016 to 3/30/2017

#### Evidence of Completion

Sign-In sheets, Agendas, Teachers' Lesson Plans, Walkthrough Data and Feedback

**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** School administration will provide/facilitate monthly professional development/refreshers on standards based and differentiated instruction using Charlotte Danielson's Framework Domain 1 Tools.

4

S243121

### **Strategy Rationale**

Standards based instruction and differentiated instruction will close learning gaps and increase student achievement. If teachers participate in ongoing professional development related to standards based instruction and differentiation, they will be more likely to apply the strategies to fidelity.

### **Action Step 1** 5

Teachers will attend monthly professional development/refreshers on standards based and differentiated instruction using Charlotte Danielson's Framework Domain 1 Tools.

#### **Person Responsible**

Larry Knight

#### **Schedule**

Monthly, from 8/3/2016 to 5/3/2017

#### ***Evidence of Completion***

Sign In Sheets, Teachers' Lesson Plans

### **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.B1.S3** Training will be conducted on teaching strategies for children of poverty. 4

 S243122

**Strategy Rationale**

Our school's poverty level has increased dramatically over the past 5 years. Our students are under resourced and teachers need strategies to help those students with a lack of resources.

**Action Step 1** 5

Teachers will attend a training on teaching structures for students of poverty.

**Person Responsible**

Larry Knight

**Schedule**

**Evidence of Completion**

Sign in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Lesson Plans will be monitored to ensure strategies learned are implemented.

**Person Responsible**

**Schedule**

Weekly, from 9/6/2016 to 5/25/2017

***Evidence of Completion***

Teacher Lesson Plans


**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B2** Lack of focused and deliberate collaborative planning **2**

 B230456

**G1.B2.S1** Collaborative planning time will be provided for general education and special education teachers a minimum of twice a week, as well as an extra block of planning time biweekly and quarterly. An additional quarterly planning block will be provided for inclusion teams. **4**

 S243123

**Strategy Rationale**

Well-implemented collaborative planning time leads to the development of higher quality plans as outlined in the Danielson Frameworks for Teaching Domain 1 Resources, as well as more effective use of data to drive instruction and improve learning.

**Action Step 1** **5**

Collaborative planning time will be provided for general education and special education teachers

**Person Responsible**

Sunday Tindell

**Schedule**

Weekly, from 8/8/2016 to 5/24/2017

**Evidence of Completion**

Grade Level Notes (with admin feedback) and Lesson Plans in Google Drive

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

Lesson plans will be uploaded to admin Google doc folders by teachers and monitored by admin

**Person Responsible**

Larry Knight

**Schedule**

Weekly, from 8/14/2015 to 5/20/2016

**Evidence of Completion**

Lesson Plans

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

Monthly grade level data meetings will be held to monitor student progress and provide support as needed

**Person Responsible**

Sunday Tindell

**Schedule**

Monthly, from 9/1/2016 to 5/1/2017

**Evidence of Completion**

Classroom, district, and formative assessment data, as well as teacher observations

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

Admin will monitor rigor and alignment to standards through Google doc folders where lesson plans have been uploaded.

**Person Responsible**

Larry Knight

**Schedule**

Weekly, from 8/15/2016 to 5/22/2017

**Evidence of Completion**

Lesson Plans

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

Monthly grade level data meetings

**Person Responsible**

Sunday Tindell


**Schedule**

Monthly, from 9/1/2016 to 5/1/2017

**Evidence of Completion**

Classroom, District, and formative assessment data, as well as teacher observations

**G1.B3** Lack of small group instruction in ELA and math **2**

 B230457

**G1.B3.S1** All teachers will plan for Tier 1 small group instruction in ELA and math for all students based on individual levels/needs, using Reading Wonders/District and Go Math/District resources. **4**

 S243124

**Strategy Rationale**

Designing differentiated lesson plans aligned to Florida standards and individualized instructional outcomes will lead to increased learning gains for all students.

**Action Step 1** **5**

All teachers will plan for Tier 1 small group instruction in ELA and math for all students based on individual levels/needs, using Reading Wonders/District and Go Math/District resources.

**Person Responsible**

**Schedule**

Daily, from 8/22/2016 to 5/19/2017

**Evidence of Completion**

Lesson plans uploaded in Google Docs, Walkthrough/Observation notes

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

Administration will monitor lesson plans and will conduct periodic walkthroughs/observations

**Person Responsible**

Larry Knight

**Schedule**

Weekly, from 8/22/2016 to 5/19/2017

**Evidence of Completion**

Lesson plans, walkthrough notes, observation notes

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

Bi-weekly admin meetings will take place to discuss classroom observations of small group instruction and feedback provided to teachers, as well as discuss strategies for support. Administration will also attend grade level planning meetings to monitor planning discussions, as well as provide support as needed.

**Person Responsible**

Larry Knight

**Schedule**

Weekly, from 8/22/2016 to 5/19/2017

***Evidence of Completion***

Walkthrough notes and data, grade level planning notes, Admin meeting notes

**G1.B3.S2** Additionally, teachers will plan collaboratively for levels 1,2 students in ELA on DE in k-2, MAPS in grade 3, and 2016 FSA in grades 4,5 to participate in daily SRA walk and read during extended reading block. Teachers will plan using CIS model for levels 3,4,5. 4

S243125

### Strategy Rationale

Using the walk and read instructional model using research based SRA instruction with level 1 and level 2 students will specifically target the ELA lower quartile, leading to increased learning gains. Using the CIS model for guided instruction for levels 3,4,5 will lead to increased learning gains.

### Action Step 1 5

Level 1 students will be assessed using SRA resources and grouped based on instructional levels.

#### Person Responsible

David Vaughn

#### Schedule

On 8/31/2016

#### Evidence of Completion

SRA assessment results

### Action Step 2 5

Teachers will be trained on using SRA.

#### Person Responsible

David Vaughn

#### Schedule

On 8/31/2016

#### Evidence of Completion

Sign in sheets and agenda

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Administrative walkthroughs will be conducted, as well as observations and support from district ELA TSA, Lisa Entrekin.

**Person Responsible**

David Vaughn

**Schedule**

Biweekly, from 9/1/2016 to 5/19/2017

***Evidence of Completion***

Walkthrough and observation notes, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Monthly data meetings will be conducted to discuss student progress and support needs.

**Person Responsible**

David Vaughn

**Schedule**

Monthly, from 9/1/2016 to 5/1/2017

***Evidence of Completion***

SRA data, meeting minutes, sign in sheets



**G1.B3.S3** Teachers will plan collaboratively for level 1 students on DE in k-2, MAPS in grade 3, and 2016 FSA in grades 4/5 to participate in additional daily small group ELA instruction with classroom/grade level/RTI teacher using research based strategies such as Tyner, Words their Way, or Tiered Reading Wonders interventions. 4

S243126

### **Strategy Rationale**

According to research, level 1 students need three daily tiers of small group instruction to achieve one year's growth plus some catch-up growth.

### **Action Step 1 5**

Teachers will plan collaboratively with grade level and/or RTI teacher for additional tier of small group daily instruction for level one students in math and ELA.

#### **Person Responsible**

Alexis Quick

#### **Schedule**

Monthly, from 8/22/2016 to 5/19/2017

#### **Evidence of Completion**

lesson plans

### **Plan to Monitor Fidelity of Implementation of G1.B3.S3 6**

Classroom walkthroughs and observations; lesson plans

#### **Person Responsible**

Larry Knight

#### **Schedule**

Weekly, from 9/1/2016 to 5/1/2017

#### **Evidence of Completion**

Walkthrough and observation notes; lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

Monthly data meetings will be held to monitor student progress and set new goals.

**Person Responsible**

Sunday Tindell

**Schedule**

Monthly, from 9/1/2016 to 5/1/2017

***Evidence of Completion***

classroom assessments, district assessments, teacher observations

**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**

 G086695

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

 B230458

**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**

 S243127

### 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

David Vaughn

#### Schedule

Monthly, from 8/5/2016 to 4/12/2017

#### Evidence of Completion

Sign-In Sheets

### Action Step 2 **5**

Capturing Kids Hearts Survey

#### Person Responsible

Larry Knight

#### Schedule

Quarterly, from 9/14/2016 to 3/17/2017

#### Evidence of Completion

Survey results from Survey Monkey.

**Action Step 3** 5

Capturing Kids Hearts Walkthroughs

**Person Responsible**

Larry Knight

**Schedule**

Monthly, from 9/8/2016 to 4/14/2017

***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

B230459

**G2.B2.S1** Reaching out to families by having faculty and staff visit the homes of students who are not in attendance at Meet and Greet, making positive calls home quarterly for each student, and using social media to highlight positive things happening at school. 4

S243128

**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. Use of social media will provide ongoing opportunities for highlighting positive things happening at school while providing another avenue for comments and feedback from families.

**Action Step 1** 5

Faculty and staff will visit homes of those students not in attendance at Meet and Greet.

**Person Responsible**

Larry Knight

**Schedule**

On 8/9/2016

***Evidence of Completion***

Teacher notes

**Action Step 2** 5

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

**Person Responsible**

Sunday Tindell

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Quarterly teacher positive call logs.

**Action Step 3** 5

Social media will be used to highlight positive things happening at school.

**Person Responsible**

Sunday Tindell

**Schedule**

Weekly, from 8/5/2016 to 5/31/2017

**Evidence of Completion**

Sherwood Elementary Facebook Page Entries

**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

 S243129

### **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.

### **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 8/10/2016 to 5/31/2017

#### **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

**G2.B3 Ineffective classroom management 2**

 B230460

**G2.B3.S1** Grade level teams will participate in a book study using "Shouting Won't Grow Dendrites" by Marcia Tate. 4

 S243130

**Strategy Rationale**

This book provides proactive classroom management strategies that will lead to more effective classroom management.

**Action Step 1 5**

Grade level teams will participate in a book study using "Shouting Won't Grow Dendrites" by Marcia Tate.

**Person Responsible**

Larry Knight

**Schedule**

Monthly, from 9/15/2016 to 5/18/2017

**Evidence of Completion**

Grade level notes in Google Docs.



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

Grade level meeting notes will be read to determine that book study is occurring.

**Person Responsible**

Sunday Tindell

**Schedule**

Monthly, from 9/15/2016 to 5/4/2017

**Evidence of Completion**

Grade level meeting notes. Decrease in classroom misbehavior!

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

Grade level minutes of book study conversations, goals, and outcomes will be read by administration. These notes will also provide "look fors" to administration when conducting walkthroughs.

**Person Responsible**

Larry Knight




















**Schedule**

Monthly, from 9/1/2016 to 5/19/2017

**Evidence of Completion**

Grade level minutes and walkthrough/observation notes and data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S3.MA1  M325542	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.A1  A314547	Teachers will attend a training on teaching structures for students of poverty.	Knight, Larry	7/26/2016	Sign in sheets	No End Date one-time
G2.B1.S1.MA1  M325556	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  M325557	CKH Classroom Walkthroughs	Knight, Larry	9/7/2015	Classroom walkthrough data	4/15/2016 weekly
G1.B1.S1.MA1  M325538	Student participation in the lesson will be a strategy used to monitor the effectiveness of student...	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  M325539	Teachers are expected to implement some of the structure/strategies as it is appropriate into their...	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.B1.S2.MA1  M325540	Student participation in the lesson will be a strategy used to monitor the effectiveness of student...	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  M325541	Teachers are expected to implement some of the structure/strategies as it is appropriate into their...	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  M325546	Lesson plans will be uploaded to admin Google doc folders by teachers and monitored by admin	Knight, Larry	8/14/2015	Lesson Plans	5/20/2016 weekly
G2.B2.S1.MA1  M325558	We will compare quarterly behavior referral data to the prior year's quarterly data. We will also...	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.S2.MA1  M325561	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
G2.B2.S1.MA1  M325559	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  M325560	Survey results will be compared monthly by leadership team and SAC, focusing on trends. Results...	Tindell, Sunday	9/30/2015	Survey results	5/31/2016 monthly
G2.B2.S1.A1  A314556	Faculty and staff will visit homes of those students not in attendance at Meet and Greet.	Knight, Larry	8/8/2016	Teacher notes	8/9/2016 one-time
G1.B3.S2.A1  A314550	Level 1 students will be assessed using SRA resources and grouped based on instructional levels.	Vaughn, David	8/19/2016	SRA assessment results	8/31/2016 one-time
G1.B3.S2.A2  A314551	Teachers will be trained on using SRA.	Vaughn, David	8/22/2016	Sign in sheets and agenda	8/31/2016 one-time
G2.B1.S1.A2  A314554	Capturing Kids Hearts Survey	Knight, Larry	9/14/2016	Survey results from Survey Monkey.	3/17/2017 quarterly
G1.B1.S1.A1  A314545	Teachers will attend ongoing ELA, Math, and Science lesson planning professional development...	Tindell, Sunday	8/18/2016	Sign-In sheets, Agendas, Teachers' Lesson Plans, Walkthrough Data and Feedback	3/30/2017 monthly
G2.B1.S1.A1  A314553	Capturing Kids Hearts Refreshers	Vaughn, David	8/5/2016	Sign-In Sheets	4/12/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3 A314555	Capturing Kids Hearts Walkthroughs	Knight, Larry	9/8/2016	CKH Walkthrough Data	4/14/2017 monthly
G1.B2.S1.MA4 M325545	Monthly grade level data meetings	Tindell, Sunday	9/1/2016	Classroom, District, and formative assessment data, as well as teacher observations	5/1/2017 monthly
G1.B2.S1.MA3 M325547	Monthly grade level data meetings will be held to monitor student progress and provide support as...	Tindell, Sunday	9/1/2016	Classroom, district, and formative assessment data, as well as teacher observations	5/1/2017 monthly
G1.B3.S2.MA1 M325550	Monthly data meetings will be conducted to discuss student progress and support needs.	Vaughn, David	9/1/2016	SRA data, meeting minutes, sign in sheets	5/1/2017 monthly
G1.B3.S3.MA1 M325552	Monthly data meetings will be held to monitor student progress and set new goals.	Tindell, Sunday	9/1/2016	classroom assessments, district assessments, teacher observations	5/1/2017 monthly
G1.B3.S3.MA1 M325553	Classroom walkthroughs and observations; lesson plans	Knight, Larry	9/1/2016	Walkthrough and observation notes; lesson plans	5/1/2017 weekly
G1.B1.S2.A1 A314546	Teachers will attend monthly professional development/refreshers on standards based and...	Knight, Larry	8/3/2016	Sign In Sheets, Teachers' Lesson Plans	5/3/2017 monthly
G2.B3.S1.MA1 M325563	Grade level meeting notes will be read to determine that book study is occurring.	Tindell, Sunday	9/15/2016	Grade level meeting notes. Decrease in classroom misbehavior!	5/4/2017 monthly
G2.B3.S1.A1 A314560	Grade level teams will participate in a book study using "Shouting Won't Grow Dendrites" by Marcia...	Knight, Larry	9/15/2016	Grade level notes in Google Docs.	5/18/2017 monthly
G1.MA1 M325554	Walkthroughs will be conducted by administration	Knight, Larry	8/29/2016	Walkthrough Data	5/19/2017 daily
G1.B3.S1.MA1 M325548	Bi-weekly admin meetings will take place to discuss classroom observations of small group...	Knight, Larry	8/22/2016	Walkthrough notes and data, grade level planning notes, Admin meeting notes	5/19/2017 weekly
G1.B3.S1.MA1 M325549	Administration will monitor lesson plans and will conduct periodic walkthroughs/ observations	Knight, Larry	8/22/2016	Lesson plans, walkthrough notes, observation notes	5/19/2017 weekly
G1.B3.S1.A1 A314549	All teachers will plan for Tier 1 small group instruction in ELA and math for all students based on...		8/22/2016	Lesson plans uploaded in Google Docs, Walkthrough/Observation notes	5/19/2017 daily
G2.B3.S1.MA1 M325562	Grade level minutes of book study conversations, goals, and outcomes will be read by...	Knight, Larry	9/1/2016	Grade level minutes and walkthrough/ observation notes and data	5/19/2017 monthly
G1.B3.S2.MA1 M325551	Administrative walkthroughs will be conducted, as well as observations and support from district...	Vaughn, David	9/1/2016	Walkthrough and observation notes, lesson plans	5/19/2017 biweekly
G1.B3.S3.A1 A314552	Teachers will plan collaboratively with grade level and/or RTI teacher for additional tier of small...	Quick, Alexis	8/22/2016	lesson plans	5/19/2017 monthly
G1.B2.S1.MA1 M325544	Admin will monitor rigor and alignment to standards through Google doc folders where lesson plans...	Knight, Larry	8/15/2016	Lesson Plans	5/22/2017 weekly
G1.B2.S1.A1 A314548	Collaborative planning time will be provided for general education and special education teachers	Tindell, Sunday	8/8/2016	Grade Level Notes (with admin feedback) and Lesson Plans in Google Drive	5/24/2017 weekly
G1.B1.S3.MA1 M325543	Lesson Plans will be monitored to ensure strategies learned are implemented.		9/6/2016	Teacher Lesson Plans	5/25/2017 weekly
G1.MA2 M325555	Monthly data meetings will be held to track student progress using classroom data, Discovery Ed for...	Tindell, Sunday	9/30/2016	Proficiency and learning gains data will be monitored for the general population and varying subgroups	5/26/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A2 A314557	Teachers will make at least one positive call per student, quarterly.	Tindell, Sunday	8/10/2016	Quarterly teacher positive call logs.	5/26/2017 quarterly
G2.MA1 M325564	Schoolwide Discipline Data	Tindell, Sunday	8/10/2016	Discipline reports from FOCUS and anecdotal notes from the principal's behavior log;	5/31/2017 quarterly
G2.B2.S1.A3 A314558	Social media will be used to highlight positive things happening at school.	Tindell, Sunday	8/5/2016	Sherwood Elementary Facebook Page Entries	5/31/2017 weekly
G2.B2.S2.A1 A314559	The leadership team will create the customer service surveys and they will be placed in the school...	Tindell, Sunday	8/10/2016	Survey results	5/31/2017 daily

## V. Professional Development Opportunities

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

**G1.** Designing differentiated lesson plans aligned to Florida standards and instructional outcomes will lead to increased student achievement in all content areas. It will also lead to learning gains among lower quartile students on ELA and math FSA.

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

**G1.B1.S1** Instructional coaches and specialists will provide professional development and support in designing standards' based, differentiated lesson plans that will include a variety of service delivery models related to SWD inclusion.

#### **PD Opportunity 1**

Teachers will attend ongoing ELA, Math, and Science lesson planning professional development focusing on standards based instruction using the district frameworks, differentiated instruction, and DOK.

##### **Facilitator**

District Instructional Coaches and Specialists

##### **Participants**

All instructional personnel and teacher assistants

##### **Schedule**

Monthly, from 8/18/2016 to 3/30/2017

**G1.B1.S2** School administration will provide/facilitate monthly professional development/refreshers on standards based and differentiated instruction using Charlotte Danielson's Framework Domain 1 Tools.

#### **PD Opportunity 1**

Teachers will attend monthly professional development/refreshers on standards based and differentiated instruction using Charlotte Danielson's Framework Domain 1 Tools.

##### **Facilitator**

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

##### **Participants**

All instructional staff

##### **Schedule**

Monthly, from 8/3/2016 to 5/3/2017

**G1.B1.S3** Training will be conducted on teaching strategies for children of poverty.

**PD Opportunity 1**

Teachers will attend a training on teaching structures for students of poverty.

**Facilitator**

Bethany Tucker

**Participants**

All instructional staff

**Schedule**

**G1.B2** Lack of focused and deliberate collaborative planning

**G1.B2.S1** Collaborative planning time will be provided for general education and special education teachers a minimum of twice a week, as well as an extra block of planning time biweekly and quarterly. An additional quarterly planning block will be provided for inclusion teams.

**PD Opportunity 1**

Collaborative planning time will be provided for general education and special education teachers

**Facilitator**

Grade Level/ESE Chairs

**Participants**

All instructional personnel

**Schedule**

Weekly, from 8/8/2016 to 5/24/2017

**G1.B3** Lack of small group instruction in ELA and math

**G1.B3.S2** Additionally, teachers will plan collaboratively for levels 1,2 students in ELA on DE in k-2, MAPS in grade 3, and 2016 FSA in grades 4,5 to participate in daily SRA walk and read during extended reading block. Teachers will plan using CIS model for levels 3,4,5.

**PD Opportunity 1**

Teachers will be trained on using SRA.

**Facilitator**

Lisa Entrekin

**Participants**

All ESE teachers and teacher assistants, inclusion teachers, and select general ed teachers

**Schedule**

On 8/31/2016

**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**

Monthly, from 8/5/2016 to 4/12/2017

**G2.B3** Ineffective classroom management

**G2.B3.S1** Grade level teams will participate in a book study using "Shouting Won't Grow Dendrites" by Marcia Tate.

**PD Opportunity 1**

Grade level teams will participate in a book study using "Shouting Won't Grow Dendrites" by Marcia Tate.

**Facilitator**

Grade Level Chairs

**Participants**

All teachers and teacher assistants

**Schedule**

Monthly, from 9/15/2016 to 5/18/2017



## VI. Technical Assistance Items

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

**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.

### TA Opportunity 1

Capturing Kids Hearts Survey

**Facilitator**

Larry Knight

**Participants**

All instructional personnel

**Schedule**

Quarterly, from 9/14/2016 to 3/17/2017

### TA Opportunity 2

Capturing Kids Hearts Walkthroughs

**Facilitator**

Larry Knight, Sunday Tindell

**Participants**

All instructional personnel

**Schedule**

Monthly, from 9/8/2016 to 4/14/2017

## VII. Budget

1	<b>G1.B1.S1.A1</b>	Teachers will attend ongoing ELA, Math, and Science lesson planning professional development focusing on standards based instruction using the district frameworks, differentiated instruction, and DOK.	<b>\$0.00</b>
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2	G1.B1.S2.A1	Teachers will attend monthly professional development/refreshers on standards based and differentiated instruction using Charlotte Danielson's Framework Domain 1 Tools.				\$0.00
3	G1.B1.S3.A1	Teachers will attend a training on teaching structures for students of poverty.				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0491 - Sherwood Elementary School	SIG 1003		\$17,000.00
4	G1.B2.S1.A1	Collaborative planning time will be provided for general education and special education teachers				\$0.00
5	G1.B3.S1.A1	All teachers will plan for Tier 1 small group instruction in ELA and math for all students based on individual levels/needs, using Reading Wonders/District and Go Math/District resources.				\$0.00
6	G1.B3.S2.A1	Level 1 students will be assessed using SRA resources and grouped based on instructional levels.				\$0.00
7	G1.B3.S2.A2	Teachers will be trained on using SRA.				\$0.00
8	G1.B3.S3.A1	Teachers will plan collaboratively with grade level and/or RTI teacher for additional tier of small group daily instruction for level one students in math and ELA.				\$0.00
9	G2.B1.S1.A1	Capturing Kids Hearts Refreshers				\$0.00
10	G2.B1.S1.A2	Capturing Kids Hearts Survey				\$0.00
11	G2.B1.S1.A3	Capturing Kids Hearts Walkththroughs				\$0.00
12	G2.B2.S1.A1	Faculty and staff will visit homes of those students not in attendance at Meet and Greet.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Sherwood Elementary School			\$0.00
			<i>Notes: The school's internal funds were used to provide material for this event.</i>			
13	G2.B2.S1.A2	Teachers will make at least one positive call per student, quarterly.				\$0.00
14	G2.B2.S1.A3	Social media will be used to highlight positive things happening at school.				\$0.00
15	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
16	G2.B3.S1.A1	Grade level teams will participate in a book study using "Shouting Won't Grow Dendrites" by Marcia Tate.				\$0.00
					<b>Total:</b>	<b>\$17,000.00</b>