

Escambia County School District

Sherwood Elementary School



2017-18 Schoolwide Improvement Plan

Sherwood Elementary School

501 CHEROKEE TRL, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 64% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | D | D* | F |

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Sherwood Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northwest - Rachel Heide | - 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.

Teachers begin the year reviewing each students' cumulative folder documenting any information pertaining to family, health, custodial, or academic needs to ensure appropriate services are given to students. Teachers call parents at the start of school to invite them to orientation and to learn about their students. Teachers then continue to make positive phone calls to parents monthly throughout the school year to help continue to build a positive relationship with parents.

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 online "Bullseye" Learning Earning Bucks to students that they see making good choices. Students can be rewarded with online "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 online 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.

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 PBIS (Positive Behavior Interventions and Support) and Capturing Kids' Hearts (CKH) strategies to minimize distractions to keep students engaged during instructional time. Our school wide expectations are taught to all of the students in the school. They are: to be respectful, to be an active learner, to be honest, and to be responsible. The definitions of these expectations are taught in every classroom. The expectations are posted around the school. Classroom expectations and class created Social Contracts are also posted in each class and referred to throughout the day. Students are taught self checking and buddy checking strategies to curtail misbehavior. As a PBIS model school, we focus on, and reinforce, positive behaviors above all. Our means of positive reinforcement (to help keep students engaged) include: distributing "Learning Earnings" dollars that can be used at the reward store when students make good choices, hosting quarterly parties that students can gain admittance to by earning an A or B in citizenship grades, and giving students who display acts of positive behavior "shout outs" on our morning news show.

When behavior issues do arise, we have a school wide discipline infraction plan, a series of steps/ interventions that the teachers follow in hopes of managing the behavior. The staff is trained on this protocol at the start of each new school year. The first step is to redirect and model appropriate behavior. Then we utilize the CKH 4 questions strategy to redirect the student. If the behavior persists, each classroom has a timeout center with a reflection form for the student to have personal time to reflect on the behavior and reason why. If the behavior persists further, the teacher schedules a student teacher agreement meeting. This is a valuable meeting where the student and the teacher get the opportunity to hear both sides of the story and come to an agreement on how we are going to handle the situation.

Parent contact is key! Parents play a big role in the reconciliation process. Administration, guidance, and the RTI facilitator intervene on minor issues in an effort to avoid future major behavior incidents through a "check in/ check out system". The check in/ check out system is an intervention that provides students planned attention. The check ins and outs are logged. At this point, if the interventions are ineffective and the behavior continues, parent/student/teacher meetings are held, detentions or referrals can be issued.

We utilize "RTIB" which is an online database that tracks discipline issues. Infractions are entered into the database as they occur. Our school's PBIS team meets monthly to review the data and problem solve accordingly. After the behavior team meets to discuss the data, the information is relayed at monthly faculty meetings. The PBIS team also provides tips and refreshers to teachers for

promoting positive behavior and minimizing behavior infractions at the monthly faculty meetings. Each grade level will have a team member that communicates with them individually to address concerns and serve as their representative on the PBIS team. 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.

Sherwood Elementary has a full time guidance counselor who is available to talk with students who might have a concern. She provides counseling services to students when parents make that request. There is also an overlay counselor at the school that provides counseling services to ESE students once parent permission is obtained. The classroom teachers know they can refer any child for counseling. Once parent permission is obtained, then counseling services are started.

When administration, guidance counselor, or PBIS/RTI facilitator intervene with students having behavior issues we are also looking at what outside of school stressors could be affecting this student's behavior to see if there are other services that the school could provide to students and/or families. Each month when the PBS team meets to discuss students in RTI for behavior, this is also a topic of discussion to see if and how the school could provide additional support for students and families.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Reports in our School Information System database indicate students with attendance below 90%, one or more suspensions, course failure in ELA or Math during any grading period, and those students scoring a Level 1 on statewide standardized assessments in ELA or Math allowing administration the opportunity to initiate preventative measures to help reduce absences/tardies, reduce out of school suspensions, reduce the number of course failures in ELA and Math, and reduce the number of students scoring a Level 1 on statewide assessments in ELA and Math.

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 | 6 | 12 | 16 | 16 | 19 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |
| One or more suspensions | 2 | 3 | 5 | 12 | 13 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |
| Course failure in ELA or Math | 0 | 4 | 21 | 38 | 23 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 107 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 15 | 28 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 |
| | 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 | 1 | 4 | 7 | 25 | 25 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 |

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

Attendance letters will be sent to the parents of students who had attendance below 90 percent during the 2016/2017 school year. This letter will serve as a reminder to the parent of attendance concerns and to encourage the parent to assist in rectifying the situation. Classroom teachers will contact parents of students who are absent longer than 3 consecutive days and report to administration. Excessive absences will be communicated to the Guidance Counselor. For excessive unexcused absences throughout the 2017/2018 school year, a warning letter is sent by the Guidance Counselor and then an attendance meeting will be conducted by the Guidance Counselor.

Students who had at least two suspensions during the 2016/2017 school year will meet with administration, guidance counselor, or RTI/PBIS Teacher to set behavior goals for the year. The PBIS team will monitor progress of these behavior goals and those students continuing to have behavior issues will be assigned to our RTI team to develop strategies for success.

Students scoring level 1 or lower level 2 will receive intensive, systematic SRA reading instruction. Students scoring level 1 or 2 in ELA or math will also receive additional support from the school's RTI team. The Rtl process will be started for any student with course failure that is not already in the Rtl process.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Sherwood Elementary receives TITLE I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE I, Part A programs.

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 liaison and volunteer/mentor coordinator. Area businesses are approached at least annually to determine level of support and various ways they

can partner with the school. Organizations as well as parents are contacted about volunteer and mentor opportunities available throughout the school year. Mentors meet with students one hour each week throughout the school year. Volunteers help in a variety of ways such as at one time school events, assisting teachers as needed, and working in classrooms with students. Our School Advisory council is comprised of teachers, parents and community members and meets six to eight times a year.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|------------------|------------------------|
| Danley, Kristen | Principal |
| Quick, Alexis | Teacher, K-12 |
| Wolter, Megan | |
| Curtis, Monya | School Counselor |
| Seitz, Georgia | Teacher, K-12 |
| Davis, Liberty | Teacher, K-12 |
| Witt, Robin | Teacher, K-12 |
| Collins, Tatum | Teacher, K-12 |
| Maurer, Colleen | Teacher, K-12 |
| McQueen, Majorca | Teacher, K-12 |
| Coleman, Maderia | Teacher, ESE |
| Wyrick, Tamika | Instructional Media |
| Tindell, Sunday | Assistant Principal |
| Vaughn, David | Administrative Support |

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 analyze school-wide data and develop plans to support instruction that will increase student achievement. The leadership team also monitors the RTI/MTSS process 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 and to analyze student data and determine next steps.

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 2017-18 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 |
|-----------------|----------------------------|
| Kristen Danley | 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 first 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 final version of the plan.

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, give input, 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 \$20,923.00 allocated during the 2016/2017 school year were spent to purchase SRA materials that would be used during the extended hour reading block. This program would provide intensive systematic remediation to all students below grade level.

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 |
|------------------------|------------------------|
| Danley, Kristen | Principal |
| Quick, Alexis | Teacher, K-12 |
| Tindell, Sunday | Assistant Principal |
| Vaughn, David | Administrative Support |
| Wyrick, Tamika | Teacher, K-12 |
| Amos, Brett | Teacher, K-12 |
| Calvin Golden, Juanita | Teacher, K-12 |
| Mills, Kerrie | Teacher, K-12 |

b. Duties

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

The team will assist teachers in utilizing the framework to plan standards based ELA lessons for the 120 minute English Language Arts block to include reading, writing, spelling, grammar, and small

group instruction.

The team will assist teachers with the utilization of higher order questioning skills. They will develop a plan to focus on transitioning from recall and knowledge based questions to questions that require students to analyze, synthesize, and create and will provide teachers with resources, question stems and professional development.

The team will lead the quarterly district writing assessments by training teachers in implementation of the assessments and analyzing results. The team will assist teachers with grouping students based on quarterly data and with planning integrated standards based writing lessons, including response to literature and informational text.

The team will focus on analyzing data related to students' oral reading fluency and comprehension levels on quarterly STAR 360 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. The team will also assist school leaders and grade level teams with implementation of daily "Walk to Read", where students are leveled within grade levels based on a variety of data points (i.e. FSA, DRA, SRA, and STAR data).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 classroom teachers and special area teachers each day of the 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 exemplifying Sherwood's Arrows of Excellence.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the 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, first year, 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. All first year and new to Sherwood teachers are provided a school based mentor teacher on their grade level to provide additional support.

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 and new to Sherwood 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
Jenny Gustafson Liberty Davis
Chloe Hendricks Robin Witt
Michelle Williams Robin Witt
Adrien Meyer Tatum Collins
Mary Beth Tubbs Melissa Ballard
4th TBA Majorca McQueen
Katherine Clark Georgia Seitz
Howard Earlington Georgia Seitz

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.

Teachers utilize the district's core subject areas' curriculum frameworks, which are aligned to the Florida state standards. Teachers utilize resources linked to the framework, as well as other standards' aligned resources, such as core curriculum and online instructional resources adopted by the district. Teachers are provided professional development throughout the year on using the district framework and pacing guide, as well as unpacking standards prior to planning.

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.

Systems are in place to support team sharing of data on a regular basis, which holds each team accountable for addressing student needs while fostering a culture of data sharing and collaborative problem solving within the school. Sherwood utilizes multiple sources of data to include FSA, SRA, STAR, DRA, formative assessments, and unit assessments to inform instruction.

Administration and teachers analyzed previous year's FSA, MAPS, and Discovery Ed data to determine areas of strength and weakness. Weak areas will be targeted this year. One example is

that math fluency was a school wide weakness and will be a focus through a school wide fluency tracking/incentive program. Another example is foundational skills in kindergarten. One way we are addressing this is by utilizing a phonemic awareness book school data shows was successfully implemented in previous years. School data also supported continued use of our school wide Walk and Read structure using SRA, Tyner, and CIS models of instruction. During this time, students are leveled between grade level classrooms. SRA and Tyner will be used for lower levels of students. CIS will be used for on grade level and above students, but differentiated through text complexity levels.

Grade level teams and Administration will meet following each unit assessment and district benchmark assessment to analyze data and develop action plans based on the data to include whole group, small group, and flexible groupings across the grade level to maximize on teacher strengths.

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: 1,740

Our school's Running Team will meet Tuesdays 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 shows that running/walking builds endurance, self respect, commitment and self esteem in children. Studies also suggest that physical exercise yields short- and long-term benefits on achievement in the classroom.

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: Weekend Program

Minutes added to school year: 900

Through Saturday Scholars mentoring program, approximately 50 high risk students will meet one-on-one with a mentor from the Naval Aviation Station five Saturdays beginning in the spring. The primary focus will be academic tutoring, but another focus will be character building mentorship.

Strategy Rationale

Mentoring has significant positive effects on two early warning indicators:

1. High levels of absenteeism (Kennelly & Monrad, 2007). Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school. (Public/Private Ventures study of Big Brothers Big Sisters).
2. Recurring behavior problems (Thurlow, Sinclair & Johnson, 2002). In addition to better school attendance and a better chance of going on to higher education, mentored youth maintain better attitudes toward school. (The Role of Risk, 2013)

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Tindell, Sunday, stindell@ecsdfl.us

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

STAR 360 and FSA

Strategy: After School Program

Minutes added to school year: 1,680

Third, fourth and fifth grade students have an opportunity to be part of a Math Club that will meet after school one day a week for 60 minutes for math enrichment activities.

Strategy Rationale

Our FSA proficiency for math decreased 2 percentage points from 2015/16 to 2016/17 school years, and our overall math learning gains was only 34%. We are using this as one of several ways to bring excitement and extra practice with math instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Amos, Brett, bamos@escambia.k12.fl.us

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

District quarterly STAR360 Math reports 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 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.

We hold transition meetings in May for ESE students transitioning to middle school. These transition meetings include the elementary and middle school ESE teachers, elementary administration, elementary general education teacher, and parents. The school makes sure that all 5th grade students are aware of their middle school's orientation for incoming 6th grade students.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 for all students on FSA ELA and math.

- G2.** Increase student achievement in all content areas through active teacher-student and student-student engagement in the use of classroom structures, hands-on activities, small group instruction, and personalized learning. These strategies will also lead to learning gains for all students on FSA ELA and Math.

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 for all students on FSA ELA and math. 1a

G099019

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 50.0 |
| ELA/Reading Lowest 25% Gains | 60.0 |
| ELA/Reading Gains | 60.0 |
| Math Lowest 25% Gains | 60.0 |
| FSA Mathematics Achievement | 50.0 |
| Math Gains | 50.0 |
| Statewide Science Assessment Achievement | 50.0 |

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- District ELA, Math and Science specialists
- Walkthrough data and feedback

Plan to Monitor Progress Toward G1. 8

Walkthroughs will be conducted by administration

Person Responsible

Sunday Tindell

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Walkthrough Data

Plan to Monitor Progress Toward G1. 8

Grade level data meetings will be held, following classroom unit assessment , district, and schoolwide data for grades K-5 to track student progress.

Person Responsible

Sunday Tindell

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

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

G2. Increase student achievement in all content areas through active teacher-student and student-student engagement in the use of classroom structures, hands-on activities, small group instruction, and personalized learning. These strategies will also lead to learning gains for all students on FSA ELA and Math. **1a**

G099020

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 50.0 |
| ELA/Reading Lowest 25% Gains | 60.0 |
| ELA/Reading Gains | 60.0 |
| FSA Mathematics Achievement | 50.0 |
| Math Lowest 25% Gains | 60.0 |
| Math Gains | 50.0 |
| Statewide Science Assessment Achievement | 50.0 |

Targeted Barriers to Achieving the Goal **3**

- Lack of teacher training and high percentage new teachers

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

- PBS Coach

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

Conduct walkthroughs to gauge "number of occurrences" and level of student engagement

Person Responsible

Sunday Tindell

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Walkthrough Data

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

ELA, Math, and Science student achievement and progress will be monitored through quarterly district assessments.

Person Responsible

Sunday Tindell

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

Evidence of Completion

ELA and Math STAR 360 and Science Schoolnet District Assessments

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 for all students on FSA ELA and math. **1**

 G099019

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

 B266594

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**

 S282483

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

Kristen Danley

Schedule

Quarterly, from 8/4/2017 to 3/29/2018

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

Kristen Danley

Schedule

Weekly, from 9/1/2017 to 5/18/2018

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 9/4/2017 to 5/18/2018

Evidence of Completion

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

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

 B266595

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**

 S282484

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 8/4/2017 to 8/23/2018

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**

Monthly grade level meeting minutes will be documented in Google Forms shared with admin.

Person Responsible

Sunday Tindell

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Monthly grade level meeting minutes

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

Admin Walkthroughs

Person Responsible

Kristen Danley

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

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

G1.B2.S2 Weekly grade level planning meetings will focus on one content area in depth, rotating between ELA, math, and science. 4

 S282485

Strategy Rationale

Focusing primarily on one subject per week, will allow grade level teams to unpack standards and correlate with test item specs to ensure lessons are meeting depth of knowledge expectations as outlined in the frameworks.

Action Step 1 5

Grade level teams will use planning template to guide in depth planning meeting, focused on one content area per week.

Person Responsible

Sunday Tindell

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Lesson plans; grade level meeting notes

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

Administration will monitor weekly grade level meeting notes through Google.

Person Responsible

Sunday Tindell

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Grade level notes and lesson plans

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

Classroom walkthroughs will be conducted

Person Responsible

Sunday Tindell


Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Walkthrough notes and lesson plans.

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

 B266596

G1.B3.S1 All teachers will plan for small group instruction in ELA and math for all students based on individual levels/needs, using resources outlined in the district frameworks. **4**

 S282486

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**

Grade level data meetings will be held following unit assessments and district assessments to determine groupings and individual student needs. Data will be tracked through school's "Useful Form"

Person Responsible

Kristen Danley

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Data/"Useful Form"

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

Administration will monitor lesson plans and will conduct walkthroughs/observations

Person Responsible

Kristen Danley

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Lesson plans, walkthrough notes, observation notes

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

Periodic 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 periodic grade level planning meetings to monitor planning discussions, as well as provide support as needed.

Person Responsible

Kristen Danley

Schedule

Biweekly, from 9/7/2017 to 5/17/2018

Evidence of Completion

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

G1.B3.S2 Teachers will plan collaboratively for leveled reading groups across each grade level. Small group instruction will be systematic using SRA, Tyner, or CIS models of instruction. 4

S282487

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 and level 2 students will be assessed using SRA resources and grouped based on instructional levels.

Person Responsible

Sunday Tindell

Schedule

Quarterly, from 8/15/2016 to 5/25/2018

Evidence of Completion

SRA assessment results

Action Step 2 5

Teachers will be trained on using SRA and/or Tyner.

Person Responsible

Sunday Tindell

Schedule

On 8/28/2017

Evidence of Completion

Sign in sheets and agenda

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

Administrative walkthroughs will be conducted

Person Responsible

David Vaughn

Schedule

Biweekly, from 8/28/2017 to 5/25/2018

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 9/25/2017 to 5/18/2018

Evidence of Completion

SRA data, meeting minutes, sign in sheets

G2. Increase student achievement in all content areas through active teacher-student and student-student engagement in the use of classroom structures, hands-on activities, small group instruction, and personalized learning. These strategies will also lead to learning gains for all students on FSA ELA and Math. 1

G099020

G2.B1 Lack of teacher training and high percentage new teachers 2

B266597

G2.B1.S1 Teacher leaders, district specialists, and administration will model/provide professional development on strategies to increase student engagement. 4

S282488

Strategy Rationale

Increasing student engagement will lead to increased student achievement.

Action Step 1 5

Teacher leaders, district specialists, and/or administration will provide model professional development on student engagement strategies during monthly faculty ENGAGE meetings.

Person Responsible

Sunday Tindell

Schedule

Monthly, from 9/27/2017 to 4/25/2018

Evidence of Completion

Sign in sheets and meeting agenda

Action Step 2 5

Principal will model Kagan cooperative learning structures during monthly faculty meetings.

Person Responsible

Kristen Danley

Schedule

Monthly, from 8/3/2017 to 5/9/2018

Evidence of Completion

Sign in sheets and Meeting Agenda

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

Meeting agendas will be used to document strategies taught/modeled.

Person Responsible

Sunday Tindell

Schedule

Biweekly, from 8/3/2017 to 5/18/2018

Evidence of Completion

Meeting agendas.

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

Walkthroughs and lesson plans will be monitored for implementation.

Person Responsible

Kristen Danley

Schedule

Weekly, from 9/4/2017 to 5/18/2018






Evidence of Completion

Walkthrough notes and lesson plans.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-----------------|-------------------------------|---|---------------------|
| 2018 | | | | | |
| G1.B3.S2.A2 A381182 | Teachers will be trained on using SRA and/or Tyner. | Tindell, Sunday | 8/28/2017 | Sign in sheets and agenda | 8/28/2017 one-time |
| G1.B1.S1.A1 A381177 | Teachers will attend ongoing ELA, Math, and Science lesson planning professional development... | Danley, Kristen | 8/4/2017 | Sign-In sheets, Agendas, Teachers' Lesson Plans, Walkthrough Data and Feedback | 3/29/2018 quarterly |
| G2.B1.S1.A1 A381183 | Teacher leaders, district specialists, and/or administration will provide model professional... | Tindell, Sunday | 9/27/2017 | Sign in sheets and meeting agenda | 4/25/2018 monthly |
| G2.B1.S1.A2 A381184 | Principal will model Kagan cooperative learning structures during monthly faculty meetings. | Danley, Kristen | 8/3/2017 | Sign in sheets and Meeting Agenda | 5/9/2018 monthly |
| G1.B2.S1.MA1 M413945 | Monthly grade level meeting minutes will be documented in Google Forms shared with admin. | Tindell, Sunday | 8/17/2017 | Monthly grade level meeting minutes | 5/17/2018 weekly |
| G1.B3.S1.MA1 M413948 | Periodic admin meetings will take place to discuss classroom observations of small group... | Danley, Kristen | 9/7/2017 | Walkthrough notes and data, grade level planning notes, Admin meeting notes | 5/17/2018 biweekly |
| G1.MA1 M413952 | Walkthroughs will be conducted by administration | Tindell, Sunday | 9/4/2017 | Walkthrough Data | 5/18/2018 weekly |
| G1.MA2 M413953 | Grade level data meetings will be held, following classroom unit assessment , district, and... | Tindell, Sunday | 9/4/2017 | Proficiency and learning gains data will be monitored for the general population and varying subgroups | 5/18/2018 monthly |
| G2.MA1 M413956 | Conduct walkthroughs to gauge "number of occurrences" and level of student engagement | Tindell, Sunday | 9/1/2017 | Walkthrough Data | 5/18/2018 monthly |
| G2.MA2 M413957 | ELA, Math, and Science student achievement and progress will be monitored through quarterly... | Tindell, Sunday | 8/21/2017 | ELA and Math STAR 360 and Science Schoolnet District Assessments | 5/18/2018 quarterly |
| G1.B1.S1.MA1 M413942 | Student participation in the lesson will be a strategy used to monitor the effectiveness of student... | Tindell, Sunday | 9/4/2017 | Teacher lesson plans and walkthrough data will be used as evidence for monitoring effectiveness. | 5/18/2018 weekly |
| G1.B1.S1.MA1 M413943 | Teachers are expected to implement some of the structure/strategies as it is appropriate into their... | Danley, Kristen | 9/1/2017 | Classroom walkthrough postings and lesson plans will be the evidence used to ensure the fidelity of implementation. | 5/18/2018 weekly |
| G1.B2.S1.MA1 M413944 | Admin Walkthroughs | Danley, Kristen | 8/10/2017 | Classroom, District, and formative assessment data, as well as teacher observations | 5/18/2018 weekly |
| G1.B3.S1.MA1 M413949 | Administration will monitor lesson plans and will conduct walkthroughs/ observations | Danley, Kristen | 8/21/2017 | Lesson plans, walkthrough notes, observation notes | 5/18/2018 weekly |
| G1.B3.S1.A1 A381180 | Grade level data meetings will be held following unit assessments and district assessments to... | Danley, Kristen | 9/4/2017 | Data/"Useful Form" | 5/18/2018 monthly |
| G2.B1.S1.MA1 M413954 | Walkthroughs and lesson plans will be monitored for implementation. | Danley, Kristen | 9/4/2017 | Walkthrough notes and lesson plans. | 5/18/2018 weekly |
| G2.B1.S1.MA1 M413955 | Meeting agendas will be used to document strategies taught/modeled. | Tindell, Sunday | 8/3/2017 | Meeting agendas. | 5/18/2018 biweekly |
| G1.B2.S2.MA1 M413946 | Classroom walkthroughs will be conducted | Tindell, Sunday | 9/4/2017 | Walkthrough notes and lesson plans. | 5/18/2018 weekly |
| G1.B2.S2.MA1 M413947 | Administration will monitor weekly grade level meeting notes through Google. | Tindell, Sunday | 9/4/2017 | Grade level notes and lesson plans | 5/18/2018 weekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-----------------|-------------------------------|--|------------------------|
| G1.B2.S2.A1  A381179 | Grade level teams will use planning template to guide in depth planning meeting, focused on one... | Tindell, Sunday | 9/4/2017 | Lesson plans; grade level meeting notes | 5/18/2018 weekly |
| G1.B3.S2.MA1  M413950 | Monthly data meetings will be conducted to discuss student progress and support needs. | Vaughn, David | 9/25/2017 | SRA data, meeting minutes, sign in sheets | 5/18/2018 monthly |
| G1.B3.S2.MA1  M413951 | Administrative walkthroughs will be conducted | Vaughn, David | 8/28/2017 | Walkthrough and observation notes, lesson plans | 5/25/2018 biweekly |
| G1.B3.S2.A1  A381181 | Level 1 and level 2 students will be assessed using SRA resources and grouped based on... | Tindell, Sunday | 8/15/2016 | SRA assessment results | 5/25/2018 quarterly |
| G1.B2.S1.A1  A381178 | Collaborative planning time will be provided for general education and special education teachers | Tindell, Sunday | 8/4/2017 | Grade Level Notes (with admin feedback) and Lesson Plans in Google Drive | 8/23/2018 weekly |

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 for all students on FSA ELA and math.

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

Quarterly, from 8/4/2017 to 3/29/2018

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 8/4/2017 to 8/23/2018

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

G1.B3.S2 Teachers will plan collaboratively for leveled reading groups across each grade level. Small group instruction will be systematic using SRA, Tyner, or CIS models of instruction.

PD Opportunity 1

Teachers will be trained on using SRA and/or Tyner.

Facilitator

A Brantley- SRA; Jodie Broussard- Tyner

Participants

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

Schedule

On 8/28/2017

G2. Increase student achievement in all content areas through active teacher-student and student-student engagement in the use of classroom structures, hands-on activities, small group instruction, and personalized learning. These strategies will also lead to learning gains for all students on FSA ELA and Math.

G2.B1 Lack of teacher training and high percentage new teachers

G2.B1.S1 Teacher leaders, district specialists, and administration will model/provide professional development on strategies to increase student engagement.

PD Opportunity 1

Teacher leaders, district specialists, and/or administration will provide model professional development on student engagement strategies during monthly faculty ENGAGE meetings.

Facilitator

Teacher leaders, district specialists, and/or administration

Participants

Faculty and staff

Schedule

Monthly, from 9/27/2017 to 4/25/2018

PD Opportunity 2

Principal will model Kagan cooperative learning structures during monthly faculty meetings.

Facilitator

Kristen Danley

Participants

Faculty and Staff

Schedule

Monthly, from 8/3/2017 to 5/9/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---------------|-------------|--|-----------------------------------|-----------------|-----|-------------------|
| 1 | G1.B1.S1.A1 | 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. | | | | \$0.00 |
| 2 | G1.B2.S1.A1 | Collaborative planning time will be provided for general education and special education teachers | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 750-Other Personal Services | 0491 - Sherwood Elementary School | Title, I Part A | | \$2,000.00 |
| 3 | G1.B2.S2.A1 | Grade level teams will use planning template to guide in depth planning meeting, focused on one content area per week. | | | | \$0.00 |
| 4 | G1.B3.S1.A1 | Grade level data meetings will be held following unit assessments and district assessments to determine groupings and individual student needs. Data will be tracked through school's "Useful Form" | | | | \$0.00 |
| 5 | G1.B3.S2.A1 | Level 1 and level 2 students will be assessed using SRA resources and grouped based on instructional levels. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0491 - Sherwood Elementary School | | | \$0.00 |
| 6 | G1.B3.S2.A2 | Teachers will be trained on using SRA and/or Tyner. | | | | \$0.00 |
| 7 | G2.B1.S1.A1 | Teacher leaders, district specialists, and/or administration will provide model professional development on student engagement strategies during monthly faculty ENGAGE meetings. | | | | \$0.00 |
| 8 | G2.B1.S1.A2 | Principal will model Kagan cooperative learning structures during monthly faculty meetings. | | | | \$0.00 |
| Total: | | | | | | \$2,000.00 |