Escambia County School District

Sherwood Elementary School

2018-19 Schoolwide Improvement Plan

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Sherwood Elementary School

501 CHEROKEE TRL, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	67%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	D*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Danley, Kristen	Principal
Collins, Jennifer	Assistant Principal
Germain, Jennifer	Administrative Support
Quick, Alexis	Other
Curtis, Monya	School Counselor
Davis, Liberty	Teacher, K-12
Witt, Robin	Teacher, K-12
Calvin Golden, Juanita	Teacher, K-12
Robertson, Carroll	Teacher, K-12
Chaffee, Amanda	Teacher, ESE
Roos, Lorraine	Teacher, K-12
Gamblin, Ingrid	Teacher, PreK

Duties

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

The function and responsibility of the school-based leadership team is to 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.

Early Warning Systems

Year 2017-18

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	13	23	17	24	17	22	0	0	0	0	0	0	0	116
One or more suspensions	0	4	5	13	11	11	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	1	1	5	7	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	20	36	48	0	0	0	0	0	0	0	104

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	1	15	19	20	0	0	0	0	0	0	0	58

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	12	0	20	5	1	0	0	0	0	0	0	0	43
Retained Students: Previous Year(s)	0	1	0	4	7	3	0	0	0	0	0	0	0	15

Date this data was collected
Thursday 7/19/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Learning Gains performed the lowest at 31% with ELA proficiency right behind it at 30% proficient. ELA Learning Gains were not the lowest the previous year. The trend is up and down from year to year.

Which data component showed the greatest decline from prior year?

ELA Learning Gains showed the greatest decline going from 54% in 16-17 to 30% in 17-18 for a 14% drop.

Which data component had the biggest gap when compared to the state average?

ELA proficiency and ELA Learning Gains both were 25% below the state average.

Which data component showed the most improvement? Is this a trend?

Science proficiency showed the most improvement going from 22% proficient in 16-17 to 49% proficient in 17-18.

Describe the actions or changes that led to the improvement in this area.

The time block for Science instruction was lengthened a little and placed at the beginning of the day for over half the school year. Teachers incorporated more content reading on Science topics and utilized bell ringer/flash cards from the beginning of the school year.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	49%	56%	35%	46%	52%
ELA Learning Gains	30%	46%	55%	36%	46%	52%
ELA Lowest 25th Percentile	35%	40%	48%	49%	43%	46%
Math Achievement	35%	55%	62%	36%	52%	58%
Math Learning Gains	38%	57%	59%	27%	50%	58%
Math Lowest 25th Percentile	35%	48%	47%	20%	43%	46%
Science Achievement	49%	55%	55%	38%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13 (6)	23 (12)	17 (16)	24 (16)	17 (19)	22 (16)	116 (85)
One or more suspensions	0 (2)	4 (3)	5 (5)	13 (12)	11 (13)	11 (11)	44 (46)
Course failure in ELA or Math	0 (0)	1 (4)	1 (21)	5 (38)	7 (23)	0 (21)	14 (107)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (15)	36 (28)	48 (34)	104 (77)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	27%	52%	-25%	57%	-30%
	2017	50%	59%	-9%	58%	-8%
Same Grade Comparison		-23%				
Cohort Comparison						
04	2018	31%	51%	-20%	56%	-25%
	2017	54%	49%	5%	56%	-2%
Same Grade Comparison		-23%				
Cohort Comparison		-19%				
05	2018	26%	44%	-18%	55%	-29%
	2017	25%	47%	-22%	53%	-28%
Same Grade Comparison		1%				
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	54%	-20%	62%	-28%
	2017	37%	54%	-17%	62%	-25%
Same Grade Comparison		-3%				
Cohort Comparison						

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
04	2018	40%	58%	-18%	62%	-22%	
	2017	42%	54%	-12%	64%	-22%	
Same Grade Comparison		-2%					
Cohort Comparison		3%					
05	2018	27%	52%	-25%	61%	-34%	
	2017	17%	50%	-33%	57%	-40%	
Same Grade Comparison		10%					
Cohort Comparison		-15%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	45%	55%	-10%	55%	-10%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	23	29	20	29	44	30				
BLK	19	25	29	22	35	30	30				
HSP	48	29		52	40						
MUL	30	30		48							
WHT	40	36		44	40	42	70				
FRL	30	28	30	32	36	34	36				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	61	58	18	53	63					
BLK	28	44	45	15	28	48	10				
HSP	50			50							
MUL	37	58		35	21						
WHT	62	62		49	39	50	38				
FRL	41	50	50	28	31	50	18				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA Proficiency
Rationale	Sherwood is below the state target for ELA proficiency. This past year our proficiency percentage dropped 14% and we must increase our rate of growth in order to increase our percentage of students reaching a proficient level in ELA. We must increase the amount of time our students are exposed to reading text at a level of rigor that will offer students the opportunity to reach proficiency in ELA. We also need to ensure that we are offering opportunities for materials to bridge the gap and be awarded the opportunity for remediation. The remediation option should only be offered to students who are identified by academic data to show their deficiencies far enough below grade level, in which those prerequisite skills are missing. Lastly, we need our teachers to feel confident in the materials that they are using with fidelity to drive our proficiency back up to state target level.
Intended Outcome	Sherwood will increase proficiency on the 2019 FSA ELA from 31% to 47%.
Point Person	Kristen Danley (kdanley@ecsdfl.us)

Action Step

Description	1. Increase the number of nonfiction(content area) texts in each classroom. 2. Increase the number of rigorous fiction text in upper grade classrooms through Sunshine State Young Reader Books. 3. Utilize Junior Great Books to increase rigor and utilize complex text in third through fifth grade classrooms, including professional development from vendor. 4. Professional development opportunities for teachers in the area of both reading and writing in conjunction with Being a Writer curriculum. 5. Extended time for grade levels to plan in depth for units in the area of ELA. 6. Additional small group instruction by tech assistant and substitute teacher during the school day for remediation and/or focus skills. 7. Provide materials for teachers to set up model classrooms. 8. Professional development provided to school leadership in order to facilitate and support the effective teaching practices in the classroom, in turn ensuring student progress. Professional development to happen both during and after the school day. 9. Professional development book studies or PLC to increase teacher capacity. 10. Utilize ipads at the kindergarten level for small group instruction, centers and assessment. 11. Leadership team will be working with Rensselaerville Institute in a partnership to develop leadership behaviors that increase teacher effectiveness and student performance.
Person Responsible	Kristen Danley (kdanley@ecsdfl.us)

Plan to Monitor Effectiveness

Description	Daily classroom walkthroughs with the focus on effective teaching strategies. Monitoring and tracking of student data through Star 360 and iReady. Monitoring of books checked out by students (media center or classroom) to ensure appropriate and rigorous texts are being used.
Person Responsible	Kristen Danley (kdanley@ecsdfl.us)

Activity #2	
Title	Math Proficiency
Rationale	Sherwood is below the state target for Math proficiency but continues to make growth in this area. This past year our proficiency percentage increased 1% and we must increase our rate of growth in order to increase our percentage of students reaching a proficient level in Math. We need to ensure that we are offering opportunities for materials to bridge the gap and be awarded the opportunity for remediation. The remediation option should only be offered to students who are identified by academic data to show their deficiencies far enough below grade level, in which those prerequisite skills are missing. Next, we need to expose our students to real life application of their math skills, to make connections for their futures. Lastly, we need our teachers to feel confident in the materials that they are using with fidelity to drive our proficiency up to state target level.
Intended Outcome	Sherwood will increase proficiency on the 2019 FSA Math from 35% to 48%.
Point Person	Kristen Danley (kdanley@ecsdfl.us)
Action Step	
Description	1. Increase the number of nonfiction (content area) texts in each classroom. 2. Utilize Naval Flight Academy Field trip for grades four and five to provide exposure to real life application of math concepts. 3. Professional development opportunities for teachers in the area of math in relation to both fact fluency and problem solving skills (small and whole group). Professional development to happen both during and after the school day. 4. Extended time for grade levels to plan in depth for units in the area of Math. 5. Additional small group instruction by tech assistant during the school day for remediation and/or focus skills. 6. Professional development provided to school leadership in order to facilitate and support the effective teaching practices in the classroom, in turn ensuring student progress. 7. Utilize ipads at the kindergarten level for small group instruction, centers and assessment.
Person Responsible	Kristen Danley (kdanley@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Monitoring and tracking of student data through Star 360 and iReady
Person Responsible	Kristen Danley (kdanley@ecsdfl.us)

Activity #3	
Title	Parent Involvement
Rationale	In order to help students increase achievement we will form better partnerships with parents/families by equipping parents with knowledge and materials, providing multiple opportunities to conference with parents, and by providing a variety of opportunities for parents to be involved at the school with their children.
Intended Outcome	Increase parent involvement at school functions, increased attendance of students, and improved partnership between school and families to reduce incidents of misbehavior.
Point Person	Jennifer Collins (jcollins@ecsdfl.us)
Action Step	
Description	1. Professional development provided to teachers centering around parental involvement. 2. Use substitutes to provide time for teachers to conference with parents and provide materials and supplies for parents to work with students at home. 3. Hold a parent involvement event at night at least once a semester. 4. Hold a parent involvement activity during the school day at least once a semester.
Person Responsible	Jennifer Collins (jcollins@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Attendance and tardy reports Sign in sheets from parent involvement events. Focus referrals
Person Responsible	Jennifer Collins (jcollins@ecsdfl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEP Link

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

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
mental health counselor at the school two days a week and accessible throughout the week as needed. The mental health counselor provides counseling services 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, PBIS Coach, or MTSS/RtI facilitator intervene with students having behavior issues we are also looking at what outside of school stress could be affecting this student's behavior to see if there are other services that the school could provide to students and/or families. During monthly PBIS team meetings we analyze the progress students are making in RTI for behavior and discuss how the school could provide additional support for students and families.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

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.

Title I, Part A
Academic support is provided to ensure students requiring additional remediation are assisted through the use of additional staff, professional development, and purchase of technology/software programs for students.

Title I, Part C Migrant
All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D
Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II
Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL
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.

Title IX- Homeless
The school works with the district's Homeless Coordinator to provide transportation and 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 office.

Supplemental Academic Instruction (SAI)
Funds are used for personnel to provide tutoring for students and to purchase technology/software programs for students.

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

Part V: Budget	
Total:	$263,981.25