

Escambia County School District

Sherwood Elementary School



2019-20 Schoolwide Improvement Plan

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Sherwood Elementary School

501 CHEROKEE TRL, Pensacola, FL 32506

www.escambiaschools.org

Demographics

Principal: Tammy Douglas L

Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: D (36%) 2016-17: C (41%) 2015-16: D (34%) 2014-15: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	D

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Danley, Kristen	Principal	
Collins, Jennifer	Assistant Principal	
Quick, Alexis	Other	Ms. Quick serves as our PBIS coach and behavior coach. In addition to coordinating our PBIS program, Ms. Quick also provides training to teachers on behavior strategies and effective ways to work with students of trauma.
Chaffee, Amanda	Teacher, ESE	
Gamblin, Ingrid	Teacher, PreK	
Bryant, Nina	Teacher, K-12	
Smith, Alicia	Teacher, K-12	
Majewski, Jeanne	Teacher, K-12	
Glaser, Ariana	Teacher, K-12	
Langston, Leah	Teacher, K-12	
Harris, Raphaela	Teacher, K-12	
Phillips, Debbi	Other	Ms. Phillips serves as our RTI/MTSS facilitator and a reading remediation teacher helping to plan interventions for struggling students.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	73	98	66	81	80	86	0	0	0	0	0	0	0	484
Attendance below 90 percent	11	32	25	28	17	23	0	0	0	0	0	0	0	136
One or more suspensions	0	7	4	8	11	16	0	0	0	0	0	0	0	46
Course failure in ELA or Math	0	5	10	9	10	15	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	15	36	45	0	0	0	0	0	0	0	96

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	4	6	12	26	29	0	0	0	0	0	0	0	77

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	2	8	0	15	1	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	1	1	6	5	0	0	0	0	0	0	0	13

FTE units allocated to school (total number of teacher units)

29

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	3	1	15	19	20	0	0	0	0	0	0	0	58

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	3	1	15	19	20	0	0	0	0	0	0	0	58

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	53%	57%	45%	50%	55%
ELA Learning Gains	47%	55%	58%	54%	51%	57%
ELA Lowest 25th Percentile	58%	52%	53%	48%	43%	52%
Math Achievement	38%	57%	63%	34%	53%	61%
Math Learning Gains	51%	60%	62%	34%	53%	61%
Math Lowest 25th Percentile	38%	52%	51%	47%	45%	51%
Science Achievement	48%	54%	53%	22%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	73 (0)	98 (0)	66 (0)	81 (0)	80 (0)	86 (0)	484 (0)
Attendance below 90 percent	11 (13)	32 (23)	25 (17)	28 (24)	17 (17)	23 (22)	136 (116)
One or more suspensions	0 (0)	7 (4)	4 (5)	8 (13)	11 (11)	16 (11)	46 (44)
Course failure in ELA or Math	0 (0)	5 (1)	10 (1)	9 (5)	10 (7)	15 (0)	49 (14)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (20)	36 (36)	45 (48)	96 (104)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	56%	-19%	58%	-21%
	2018	27%	52%	-25%	57%	-30%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	22%	52%	-30%	58%	-36%
	2018	31%	51%	-20%	56%	-25%
Same Grade Comparison		-9%				
Cohort Comparison		-5%				
05	2019	37%	51%	-14%	56%	-19%
	2018	26%	44%	-18%	55%	-29%
Same Grade Comparison		11%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	55%	-25%	62%	-32%
	2018	34%	54%	-20%	62%	-28%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	32%	58%	-26%	64%	-32%
	2018	40%	58%	-18%	62%	-22%
Same Grade Comparison		-8%				
Cohort Comparison		-2%				
05	2019	48%	55%	-7%	60%	-12%
	2018	27%	52%	-25%	61%	-34%
Same Grade Comparison		21%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	55%	-6%	53%	-4%
	2018	45%	55%	-10%	55%	-10%
Same Grade Comparison		4%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	19	47	58	24	55	56	38				
BLK	21	37	55	26	47	35	28				
HSP	52	71		48	36						
MUL	25	35		58	47						
WHT	46	58		44	62	60	61				
FRL	29	45	60	36	49	42	48				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA achievement at 33%. The previous year ELA learning gains was the lowest at only 30%. In order for proficiency to begin to increase (only increased 2% points from 2018 to 2019) we have to consistently have higher learning gains. 4th grade has been the lowest scoring grade level for two years and students' scores declined in 4th grade in both the same group comparison and in the cohort comparison. Ineffective instruction was occurring in 4th grade. High number of students with decoding issues and a high number of transient students that are not receiving consistent, effective instruction. Students lack stamina to persevere on lengthy or challenging texts.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Schoolwide data shows only one decline and that was in Science achievement from 49% to 48%. Grade level data decline is in 4th grade for both ELA and Math achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Schoolwide - Math achievement (school 38% and state 63% for a difference of 25%). Lack of basic facts and lack of time for math instruction.
Grade level - 4th grade ELA achievement (school 22% and state was 58% for a difference of 36%). Ineffective instruction was occurring in 4th grade. High number of students with decoding issues and a high number of transient students that are not receiving consistent, effective instruction. Students lack stamina to persevere on lengthy or challenging texts.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA lower quartile learning gains improved from 35% in 2018 to 58% in 2019. Use of part time retired teachers for additional small group push in or pull out support, use of i-Ready 15 min/day, use of Ready books to target instruction on specific skill deficits, use of Junior Great Books non-fiction text, and all students received 150 min of ELA instruction.

Grade level increase was 5th grade math which increased from 27% to 48% (an increase of 21%). Small group instruction, data analysis of assessments, along with caring teachers that kept an instructional focus and high student expectations all contributed to 5th grade math improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance - 136 students with attendance below 90%

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA achievement
2. Math achievement and Math lower quartile learning gains
3. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	We had 136 students with attendance below 90% which contributes to academic deficiencies. That is 26% of our students.
State the measurable outcome the school plans to achieve	Our average daily attendance for the school year was only 91%. Our goal for 2019-2020 will be to increase this percentage by two percent to 93%.
Person responsible for monitoring outcome	Jennifer Collins (jcollins@ecsdfi.us)
Evidence-based Strategy	Educate parents, students and staff about the negative effects of chronic absenteeism and implement incentives and rewards to increase average daily attendance.
Rationale for Evidence-based Strategy	Low attendance results in negative effects on student achievement. Therefore increasing education and awareness around the importance of regular school attendance along with providing rewards/incentives for students will have a positive effect on student achievement. "For students to be successful in school, they have to actually BE in school!" (Sprick & Sprick, 2019)
Action Step	
Description	<ol style="list-style-type: none"> 1. Administrative team and guidance counselor will read "School Leader's Guide to Tackling Attendance Challenges" by Jessica Sprick and Randy Sprick (2019). 2. Weekly attendance meetings will be held with administration and guidance counselor to identify students with chronic or at risk attendance (chronic = 10% or more days; at-risk = absent 5.1% - 9.9%). 3. Class, grade level and school wide incentives will be used to increase attendance. 4. Information and a tracking chart will be provided to parents the first week of school. 5. Child study meetings to include administration, guidance counselor and school social worker will be held to discuss students falling in the chronic or at-risk attendance zones. Meetings will discuss concerns, impact on achievement, and discussions to problem solve ways the school can help families improve attendance. 6. Average daily attendance will be shared with students, parents, and staff. 7. Goals for attendance and progress toward those goals will be shared with parents, students and staff. 8. Procedures to communicate accountability with parents will be developed, shared and followed by staff. 9. Students with regular attendance (absent 5% or less) for the year will be recognized and celebrated throughout the year and at the end of the year. 10. Good attendance letters (students falling in the "regular attendance zone" (absent 5% or less) will be sent home to parents throughout the year.
Person Responsible	Jennifer Collins (jcollins@ecsdfi.us)

#2	
Title	ELA achievement
Rationale	Only 33% of our students in grades 3rd through 5th are scoring at a proficient level. Our African American student sub-group is only scoring 26% proficient.
State the measurable outcome the school plans to achieve	Our overall school goal is to increase our ELA reading achievement to 41% (a 8% increase from last year). This goal is set by looking at current proficient students and those within a "target" range of being proficient in grades 3-5. Our goal is to increase our African American subgroup to 32% proficient.
Person responsible for monitoring outcome	Kristen Danley (kdanley@ecsdfi.us)
Evidence-based Strategy	<ul style="list-style-type: none"> -Through the use of grade level literacy leaders, teachers will use backwards planning based on the ELA frameworks. -Focus on consistent implementation of the ELA frameworks and decision tree scheduling during the above mentioned grade level planning. -Strengthen Tier 1 instruction during small group by providing professional development to the faculty on the use of Daily 5 and monitor implementation in the classroom with classroom visits. -Strengthen Tier 1 instruction for reading in grades 3-5 by providing professional development to the faculty on shared inquiry discussion and monitor implementation with classroom visits conducted by administration and district support. -Review assessment data (such as STAR360, iReady, Reading Wonders Unit Asmt, DRA2+, Third grade portfolio) every two weeks and hold data meetings to identify students in need of intervention and who will provide the intervention.
Rationale for Evidence-based Strategy	Too maximize human resources to provide intensive reading intervention based on data.
Action Step	
Description	<ol style="list-style-type: none"> 1. Daily 5 training for all staff conducted by district staff and implementation in the classroom. All classroom teachers will have a whole group and a small group time with students. 2. Junior Great Book training provided by Great Book Foundation on shared inquiry discussions. Trainer will be on campus for one week to work with our 3rd-5th grade teachers planning, co-teaching, and debriefing about lessons. 3. RTI training by our school psychologist and RTI coordinator on RTI process and on providing effective interventions to students. 4. RTI coordinator will assist classroom teachers in identifying students, providing support to RTI students, and progress monitoring RTI students. 5. Grade level chairs will plan a curriculum map tied to our ELA Framework to incorporate JGB curriculum along with Reading Wonders curriculum. Then grade chairs will meet weekly with their grade level to spend time after school planning for ELA. 6. Administration will develop data spreadsheets to be used in the data meetings to help facilitate progress monitoring of students. 7. Accelerated Reading will be used in all classrooms 1st-5th grade. Schoolwide awards and recognition reward students as they meet various goals.. 8. SRA will be used with students scoring below 41% in grades K-2. 9. Phonics curriculum (SRA or Step Up to Reading) will be used in small groups for

students identified with a phonics deficit.

10. All classrooms will have a reading library for student check out sorted by genre.

11. All classrooms will utilize iReady Reading 15 min everyday. Reports from iReady will be used to identify student gaps and plan for small group instruction.

12. Progress monitoring and interventions for lower quartile students will be done in weekly grade level data meetings. Interventions will be developed by teacher and RTI coordinator.

13. Two part time retired teachers and one part time college of education student have been hired to help provide intervention.

**Person
Responsible**

Kristen Danley (kdanley@ecsdfi.us)

#3	
Title	Math achievement
Rationale	Only 38% of our students in grades 3rd through 5th are scoring at a proficient level. Our African American student sub-group is only scoring 26% proficient.
State the measurable outcome the school plans to achieve	Our overall school goal is to increase our Math achievement to 42% (a 4% increase from last year). This goal is set by looking at current proficient students and those within a "target" range of being proficient in grades 3-5. Our goal is to increase our African American subgroup to 30% proficient.
Person responsible for monitoring outcome	Kristen Danley (kdanley@ecsdfl.us)
Evidence-based Strategy	<p>Provide professional development through the mathematics department focused on the shifts of the standards and the implementation of instructional practices to allow students to learn the content of the standard. For example, understanding the aspect of rigor and applying it within the classroom. The professional development will be followed up with classroom walks with the administration and the math department to identify the shifts and implementation with feedback given to the teachers.</p> <p>Provide professional development through the mathematics department focused on standard based planning with the aspect of rigor linked. Teachers have had the opportunity to unpack standards, so the next step would be to repack the standards. The follow up would include classroom walks in collaboration with the administrative team to calibrate the lens for math expectations.</p>
Rationale for Evidence-based Strategy	To increase teacher knowledge in math standards and instructional practices
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers attended professional development provided by the district on implementing new curriculum. 2. District staff will meet with grade levels during their planning and after school to unpack standards and work to develop effective instructional strategies to use in the classroom. 3. District staff along with administration will conduct classroom walkthroughs to monitor progress and provide feedback. 4. All classrooms will utilize iReady Math 15 min everyday. Reports from iReady will be used to identify student gaps and plan for small group instruction. 5. Administration will develop data spreadsheets including STAR Math scores to be used in the data meetings to help facilitate progress monitoring of students. 6. A math leadership team will be developed to find ways to enhance schoolwide incentives for fact fluency (i.e. similar to AR for reading). 7. Progress monitoring and interventions for lower quartile students will be done in weekly grade level data meetings. Interventions will be developed by teacher and RTI coordinator. 8. Two part time retired teachers and one part time college of education student have been hired to help provide intervention.

Person Responsible Kristen Danley (kdanley@ecsdfi.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our PBIS (Positive Behavior Interventions and Support) team attended a trauma informed care conference this past summer. Our PBIS team meets monthly to review behavior data, identify areas for improvement, and implement strategies to improve in those areas. Our PBIS team also provides training to staff at faculty meetings around Trauma Informed Care and effective behavior strategies. We utilize a token economy (Bullseye Bucks) and a PBIS store for students to spend their Bullseye Bucks as a way to recognize and reward positive behavior. Our Safety Team which includes administration, teachers, other various staff, and our our Campus Security Officer meets once a month to identify and discuss potential vulnerable areas around our campus.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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. There is also a 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. Students in 5th grade can shadow students at the middle school they will be attending.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Attendance	\$0.00
2	III.A.	Areas of Focus: ELA achievement	\$0.00
3	III.A.	Areas of Focus: Math achievement	\$0.00
Total:			\$0.00