2013-2014 SCHOOL IMPROVEMENT PLAN

Sherwood Elementary School

501 CHEROKEE TRL
Pensacola, FL 32506
850-453-7420
www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	90%

Alternative/ESE Center	Charter School	Minority Rate
No	No	55%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Sherwood Elementary School

Principal
Larry Knight

School Advisory Council chair
Virginia Williams

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Larry Knight	Principal
David Vaughn	Curriculum Coordinator
Maderia Wallace	Kindergarten Teacher
Debbie Elleard	First Grade Teacher
Lori Puentes	Second Grade Teacher
Melissa Ballard	Third Grade Teacher
Quyen Nguyen	Fourth Grade Teacher
Georgia Seitz	Fifth Grade Teacher
Amanda Chaffee	ESE Teacher
Monya Curtis	Guidance Counselor
Ila Harvey	Resource Teacher

District-Level Information

District
Escambia

Superintendent
Mr. Malcolm Thomas

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sherwood Elementary's SAC is made up of the principal, 6 parents, 1 paraprofessionals, the school's guidance counselor, and a community partner. The racial breakdown is 45% black, 37% white, 9% multi-racial, and 9% Hispanic. Nine of the members have students who qualify for free or reduced lunch status, which is equivalent to 82%; the others 2 qualify for full paid status, which is equivalent to 18%.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC at Sherwood Elementary will meet monthly to discuss the progress being made towards meeting the goals set forth in the SIP. Since the plan is a work in progress, the council will have an opportunity to suggest additions or deletions based on the data that is shared during the monthly meetings. Another task for the council this year will be to review and provide input in the development of budgets for the next year in the spring.

Projected use of school improvement funds, including the amount allocated to each project

There are no school improvement funds this year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
1

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Larry Knight		
Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	Degrees: B.A. Degree in Elementary Education (1-6), M.E. Degree in Educational Leadership (K-12) Certifications: Elementary Education (1-6), Educational Leadership (K-12), School Principal (K-12)	
Performance Record	Sherwood Elementary School Grade: 2012-2013 (C) 2011-2012 (C) Percent of Students Meeting High Standards: 2012-2013 Reading- 48 Math- 53 Science- 53 Writing- 48 2011-2012 Reading- 50 Math- 45 Science-40 Writing-70 Percent of Students Making Learning Gains: 2012-2013 Reading- 56 Math- 59 2011-2012 Reading- 61 Math- 54 Percent of Lowest Quartile Making Learning Gains: 2012-2013 Reading- 53 Math- 71 2011-2012 Reading- 57 Math- 64	

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
38

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
37, 97%

 # ESOL endorsed
12, 32%

 # reading endorsed
1, 3%

 # with advanced degrees
12, 32%

 # National Board Certified
4, 11%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
16, 42%

 # with 6-14 years of experience
11, 29%

 # with 15 or more years of experience
9, 24%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
7

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

concern.

The principal 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

New Teacher Mentor Teacher

Kadee Speed (1st Grade) Kristen Palmer (1st Grade Teacher)

Juanita Calvin (Kindergarten) Alexis Quick (Kindergarten Teacher)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Monthly data meetings will be held to monitor student progress and curriculum needs. The 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Monthly RtI/MTSS and Data meetings will be held to monitor the fidelity of the RtI/MTSS and SIP. In addition to the data meetings, the school based administration will meet weekly with the guidance counselor and school psychologist to receive updates on students who are in the MTSS process and their current tier.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Sherwood Elementary will be implementing the Discovery Education Program (DE) during the 2013-14 school year. The program will be used at grades K-5. Kindergarten through second grades will be assessed and monitored in reading and math; third through fifth grades will be assessed and monitored in reading, math, and science.The school based administration and classroom teachers will each have accounts to access and monitor students's progress.

Navy Point has established a Writing Scoring Team for 2013-14. In order to assess students in the area of writing, Sherwood will be implementing monthly school-wide writings. The scoring team will review samplings of the writings upon completion for calibration purposes and to help grade levels identify instructional needs. The classroom teachers will be conferencing with students on areas of identified needs prior to the next month's writing. The scoring team will meet monthly to discuss the identified needs and plan for student writing expectations for the next month.

Sherwood has also established a School-Wide Behavior Team for 2013-14. The team will meet monthly to discuss behavior data, adjustments needed to the school-wide plan, and identify students who may need referral to the RtI/MTSS process. The data will be later shared with the faculty and staff members during one of the faculty meetings.

The principal, admin clerk, and data clerk will work together to identify students whose attendance is an issue. The data clerk and admin clerk will communicate with the principal on a weekly basis in regard to the identified students/families for further attention as needed from the school social worker.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

On Wednesday, September 11, 2013, Monya Curtis, Sherwood's guidance counselor and RtI/MTSS Facilitator presented an in-service on the RtI/MTSS process, forms, and school based expectations. During the monthly data meetings the school's RtI/MTSS Leadership team will meet with grade levels to re-enforce the process and the use of data to make informed decisions regarding instructional interventions.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,840

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

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Running Team Sponsors

Strategy: Extended Day for All Students

Minutes added to school year: 2,520

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

5th grade teachers, curriculum coordinator and principal will monitor this implementation.

Strategy: Weekend Program

Minutes added to school year: 1,086

Students in grades 3, 4, & 5 will have the opportunity to participate in Saturday Academy. During this time, students will receive small group instruction in core academic areas. For students who are meeting standards, enrichment activities to extend learning will be provided.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from Discovery Education Benchmark Assessments and probes will be analyzed to determine the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

Classroom Teachers, principal, and curriculum coordinator

Strategy: Before or After School Program

Minutes added to school year:

Science Club

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Larry Knight	Principal
David Vaughn	Curriculum Coordinator
Ila Harvey	RTI Resource Teacher
Tamika Wyrick	Media Specialist
Maderia Wallace	Kindergarten Teacher
Debbie Elleard	1st Grade Teacher
Lori Puentes	2nd Grade Teacher
Melissa Ballard	3rd Grade Teacher

Name	Title
Stephanie Golden	4th Grade Teacher
Georgia Seitz	5th Grade Teacher
Amanda Chaffee	ESE Teacher

How the school-based LLT functions

The school based Literacy Leadership Team meets monthly. Prior to the meeting, the curriculum coordinator, RLT Chairperson and principal will meet to discuss the focus of the meetings. Teachers also have the opportunity for input to the meeting's agenda through their grade level representative.

Major initiatives of the LLT

Implementation of Reading Wonders with fidelity. The team will assist teachers in utilizing all components of the program during the 120 minute English Language Arts block to include reading, writing, spelling, grammar, and small group instruction. The team will discuss scheduling, planning, and use of the resources provided with the program to ensure successful implementation in all classrooms. Utilization of higher order questioning skills. Teachers will be focusing on developing questions that prompt higher order thinking skills within the classroom. The team plans to focus on assisting teachers with a transition from recall and knowledge based questions to questions that require students to analyze and create. The team will provide teachers with resources, question stems, and professional development that will prompt deeper questioning.
Integration of writing across the curriculum. Teachers will be teaching students how to apply common core reading standards in written format as a response to literature and informational text in all subject areas. The LLT will share and discuss ideas for integrating smoothly and successfully.
Data driven small group instruction. The team will be focusing on analyzing data related to students' Oral Reading Fluency, Comprehension levels, and spelling stage along with quarterly Discovery Education benchmark results 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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	48%	No	68%
American Indian				
Asian				
Black/African American	52%	29%	No	57%
Hispanic				
White	72%	65%	No	75%
English language learners				
Students with disabilities	46%	13%	No	51%
Economically disadvantaged	61%	45%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	27%	30%
Students scoring at or above Achievement Level 4	47	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	81	56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	19	53%	55%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	52%	No	65%
American Indian				
Asian				
Black/African American	48%	35%	No	54%
Hispanic				
White	68%	66%	No	72%
English language learners				
Students with disabilities	57%	29%	No	61%
Economically disadvantaged	58%	49%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	29%	35%
Students scoring at or above Achievement Level 4	50	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	59%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	71%	71%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	27%	30%
Students scoring at or above Achievement Level 4	20	26%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		8
Participation in STEM-related experiences provided for students	512	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	58	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	19	4%	4%
Students who are not proficient in reading by third grade	40	46%	40%
Students who receive two or more behavior referrals	44	9%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	9%	9%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Navy Point is a Title I school and will be using the Parent Involvement Plan for this section.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

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

G2. Utilization of higher order questioning strategies in each classroom across each subject area will be used to help increase student achievement.

Goals Detail

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

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Professional development on Cooperative Learning to increase student engagement.
- Kagan trained faculty and staff
- PD360

Targeted Barriers to Achieving the Goal

- Lack of teacher training
- Time for training

Plan to Monitor Progress Toward the Goal

The administration will meet with each grade level at least once a month to discuss teacher concerns or positive highlights related to the implementation of the structures and strategies

Person or Persons Responsible
The principal, curriculum coordinator, and teachers will be responsible for monitoring the progress towards meeting the goal.

Target Dates or Schedule:
The meeting will occur once a month to reflect on the implementation and progress status.

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

G2. Utilization of higher order questioning strategies in each classroom across each subject area will be used to help increase student achievement.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Professional development on Webb's DOK (Depth of Knowledge) will be provided for teachers. As a component of the training, teachers will receive a copy of the DOK wheel along with some sample questioning terms or phrases. Videos from PD 360 related to higher order questioning will be used as another resource during the professional development opportunities provided to teachers.

- PD360 will be used a resource
- A professional development series will be started using John Hatties' book entitled, "Visible Learning" to help teachers determine the impact of quality questioning on student achievement.

Targeted Barriers to Achieving the Goal

- Teachers will need training on identifying the various levels of questioning or increasing the rigor of their questioning.

Plan to Monitor Progress Toward the Goal

One grade level meeting each month will be used as a time to reflect on the question strategies being implemented. There will be some identifying the level of questions activities to check the teacher's understanding of DOK.

Person or Persons Responsible

The principal, elementary resource teacher, instructional coach, and teachers will be responsible for monitoring the progress toward meeting the goal of utilizing higher order questioning.

Target Dates or Schedule:

The grade level progress checks will take place monthly.

Evidence of Completion:

Sign-in sheets and minutes from the meetings will be developed to demonstrate the completion of this task.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

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

G1.B1 Lack of teacher training

G1.B1.S1 Teachers will be provided monthly professional development on cooperative learning structures to incorporate in their classrooms to increase student achievement. Principal and curriculum coordinator will follow up with classroom visits and feedback.

Action Step 1

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

Person or Persons Responsible

The principal, curriculum coordinator, and Kagan trained teachers will facilitate the professional development activities.

Target Dates or Schedule

The activities will occur once a month during a faculty meeting or grade level meeting.

Evidence of Completion

Classroom walkthrough data, lesson plans

Facilitator:

Larry Knight

Participants:

All instructional personnel

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

Teachers are expected to implement the structure/strategy that is introduced each month during at least one content area each day.

Person or Persons Responsible

The principal, elementary resource teacher, and instructional coach will be responsible for monitoring the fidelity of implementation.

Target Dates or Schedule

The monitoring will take place during classroom walkthroughs.

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 G1.B1.S1

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

Person or Persons Responsible

The principal, elementary resource teacher, and instructional coach will be responsible for monitoring the effectiveness of the structures and student engagement activities towards increasing student engagement.

Target Dates or Schedule

As we are completing daily classroom walkthroughs we will be reviewing lesson plans and observing the structure implementation.

Evidence of Completion

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

G2. Utilization of higher order questioning strategies in each classroom across each subject area will be used to help increase student achievement.

G2.B1 Teachers will need training on identifying the various levels of questioning or increasing the rigor of their questioning.

G2.B1.S1 Teachers will be provided professional development opportunities related to higher order thinking strategies across all content areas. As a follow up to the PD, the principal and curriculum coordinator will collaborate on modeling and other follow up activities. These professional development offerings will take place during the common planning period for each grade level or as a faculty on Wednesdays during meetings.

Action Step 1

Teachers will be provided with resources from Webb's Depth of Knowledge. They will use their content area teacher editions to develop questions at the higher level.

Person or Persons Responsible

The principal will be responsible for providing the training.

Target Dates or Schedule

October 2013

Evidence of Completion

Questions will be posted in teacher editions or in teacher lesson plans.

Facilitator:

Larry Knight

Participants:

All instructional personnel

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

Classroom walkthroughs will be used to ensure that higher order questioning is taking place.

Person or Persons Responsible

Principal and curriculum coordinator

Target Dates or Schedule

The principal and curriculum coordinator will complete at least 5-10 walkthroughs each per week.

Evidence of Completion

Classroom walkthrough data

Plan to Monitor Effectiveness of G2.B1.S1

Students' performance on weekly reading assessments, Discovery Education assessments, and students verbal ability to answer higher order thinking questions during classroom walkthroughs will be used as a strategy for monitoring the effectiveness of the questioning strategies.

Person or Persons Responsible

The principal and curriculum coordinator will be responsible for the monitoring process.

Target Dates or Schedule

The principal and curriculum coordinator will complete at least 5-10 classroom visits per week monitoring the level of questioning in the classrooms.

Evidence of Completion

Students' weekly assessment results, the Discovery Education reports, and students verbal responses will be the evidence used to monitor the effectiveness of the level of questioning strategies being implemented.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Sherwood Elementary School receives support through Federal, State, and local programs. Title I funds of $153, 934 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 and a resource teacher position. Funds are alos used to purchase resources and materials to supplement classroom instruction. Services are also provided to ensure students requiring additional remediation are assisted through afterschool programs.

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

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

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

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

Title X
The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropiate education. This program is overseen by the Title I District Office. At Sherwood we have identified 10 students classified as homeless and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)
SAI funds for the 2013-2014 school year are $19, 063. These funds will be used to fund personnel to provide tutoring for students. These personnel will work under the supervision of our resource teacher. Funds will also be used to provide six Saturday School sessions for students in grades 3-5.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

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

G1.B1 Lack of teacher training

G1.B1.S1 Teachers will be provided monthly professional development on cooperative learning structures to incorporate in their classrooms to increase student achievement. Principal and curriculum coordinator will follow up with classroom visits and feedback.

PD Opportunity 1

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

Facilitator

Larry Knight

Participants

All instructional personnel

Target Dates or Schedule

The activities will occur once a month during a faculty meeting or grade level meeting.

Evidence of Completion

Classroom walkthrough data, lesson plans

G2. Utilization of higher order questioning strategies in each classroom across each subject area will be used to help increase student achievement.

G2.B1 Teachers will need training on identifying the various levels of questioning or increasing the rigor of their questioning.

G2.B1.S1 Teachers will be provided professional development opportunities related to higher order thinking strategies across all content areas. As a follow up to the PD, the principal and curriculum coordinator will collaborate on modeling and other follow up activities. These professional development offerings will take place during the common planning period for each grade level or as a faculty on Wednesdays during meetings.

PD Opportunity 1

Teachers will be provided with resources from Webb's Depth of Knowledge. They will use their content area teacher editions to develop questions at the higher level.

Facilitator

Larry Knight

Participants

All instructional personnel

Target Dates or Schedule

October 2013

Evidence of Completion

Questions will be posted in teacher editions or in teacher lesson plans.

Appendix 2: Budget to Support School Improvement Goals