Sherwood Elementary School

2019-20 Schoolwide Improvement Plan

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Sherwood Elementary School

2541 POST RD, Melbourne, FL 32935

http://www.sherwood.brevard.k12.fl.us

Demographics

Principal: Sandra Marines K

Start Date for this Principal: 7/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (55%) 2016-17: B (56%) 2015-16: C (51%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* 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 Brevard 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-6	Yes	71%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sherwood Elementary School, in partnership with the community and families, will strive to provide a rigorous and nurturing learning environment which fosters respect, responsibility, and safety.

Provide the school's vision statement.

The vision of Sherwood is to build a high trust collaborative culture that meets the academic and social emotional needs of all students.

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
Marines, Sandra	Principal	The principal, Sandra Marines, is the instructional leader of the school. She leads the Leadership Team by playing an active role in all aspects of leadership meetings and activities. Ms. Marines cultivates and provides a common vision for the use of data-based decision-making, instructional coaching/building teacher capacity, school improvement plan action steps, and ensures Title I compliance according to outlined policies and procedures.
McDonough, Adrea	Assistant Principal	Adrea McDonough supports all aspects of school improvement. She leads the work of the MTSS development and ensures all aspects of intervention are implemented with fidelity.
Winslow, Anita	School Counselor	Anita Winslow provides support for healthy social and emotional development strategies and programs and is the lead facilitator for the Positive Behavior Interventions and Support (PBIS) program. She ensures compliance for the ESOL and ESE programs. Mrs. Winslow facilitates the MTSS/IPST process and provides support services to parents, teachers, and students throughout the intervention process.
Ray, Katharina	Teacher, K-12	Katharina Ray is the Title I Contact and ensures all aspects of the Title I program are implemented. She supports direct interventions of the lowest quartile students, monitors all subgroup data, and oversees the family engagement plan.
Johnson, Shyrl	Teacher, ESE	Shyrl Johnson ensures ESE students IEPs are implemented with fidelity. She analyzes our behavior data and chairs the School Advisory Committee.
Caddell, Rachel	Teacher, K-12	Rachel Caddell serves on the leadership team, is the Gifted Instructor, and a Title I interventionist. She ensures SIP goals are being carried out for all stakeholders and analyzes data which provides interventions to the lowest 25th percentile in math. In addition, Ms. Caddell supports Parent and Family Engagement Title I events.

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	55	69	55	48	52	61	52	0	0	0	0	0	0	392
Attendance below 90 percent	2	13	10	1	7	5	6	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	8	15	15	0	0	0	0	0	0	38
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	11	10	1	5	3	6	0	0	0	0	0	0	38

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	1	9	0	0	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	1	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
39

Date this data was collected or last updated
Wednesday 8/28/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	11	35	12	20	17	17	19	0	0	0	0	0	0	131
One or more suspensions	0	0	1	2	1	6	5	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	28	17	21	0	0	0	0	0	0	77

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	3	10	0	3	1	7	4	0	0	0	0	0	0	28

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	69%	62%	57%	58%	63%	55%
ELA Learning Gains	67%	60%	58%	62%	60%	57%
ELA Lowest 25th Percentile	50%	57%	53%	43%	52%	52%
Math Achievement	56%	63%	63%	61%	64%	61%
Math Learning Gains	60%	65%	62%	68%	62%	61%
Math Lowest 25th Percentile	39%	53%	51%	50%	52%	51%
Science Achievement	59%	57%	53%	49%	56%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	55 (0)	69 (0)	55 (0)	48 (0)	52 (0)	61 (0)	52 (0)	392 (0)
Attendance below 90 percent	2 ()	13 ()	10 ()	1 ()	7 ()	5 ()	6 ()	44 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	8 (0)	15 (0)	15 (0)	38 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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	67%	64%	3%	58%	9%
	2018	69%	63%	6%	57%	12%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	71%	61%	10%	58%	13%
	2018	53%	57%	-4%	56%	-3%
Same Grade Comparison		18%				
Cohort Comparison		2%				
05	2019	59%	60%	-1%	56%	3%
	2018	56%	54%	2%	55%	1%
Same Grade Comparison		3%				
Cohort Comparison		6%				
06	2019	72%	60%	12%	54%	18%
	2018	58%	63%	-5%	52%	6%
Same Grade Comparison		14%				
Cohort Comparison		16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	61%	-8%	62%	-9%
	2018	66%	62%	4%	62%	4%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	59%	64%	-5%	64%	-5%
	2018	52%	59%	-7%	62%	-10%
Same Grade Comparison		7%				
Cohort Comparison		-7%				
05	2019	42%	60%	-18%	60%	-18%
	2018	45%	58%	-13%	61%	-16%
Same Grade Comparison		-3%				
Cohort Comparison		-10%				
06	2019	64%	67%	-3%	55%	9%
	2018	67%	68%	-1%	52%	15%
Same Grade Comparison		-3%				
Cohort Comparison		19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	56%	-3%	53%	0%
	2018	66%	57%	9%	55%	11%
Same Grade Comparison		-13%				
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	41	59	50	25	41	50	33				
ELL	70	77		50	77						
ASN	90			100							
HSP	57	56	45	38	44		27				
MUL	72	62		53	69						
WHT	73	70	50	61	64	44	67				
FRL	62	63	52	46	49	29	39				
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	32	43	43	29	32	21					
ELL	54	82		54	45						
BLK	43	40		38							
HSP	50	48		40	39						
MUL	65	55		63	40						
WHT	64	52	50	63	61	40	70				
FRL	53	44	41	48	44	25	65				
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	41	57	38	29	41	18					
ELL	31	30		54	82						
BLK	35	47		45	53						
HSP	42	43		47	73						
MUL	50	67		47	69						
WHT	63	67	46	65	68	56	50				
FRL	51	58	40	52	69	52	35				

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)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	100
Total Points Earned for the Federal Index	500

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	75
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - 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	61
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	55
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.

*Math Lowest 25%, 39% scored at Level 3 and above, this is 14 points behind the district and 12 points behind the state. However, we were up 4 points from the 2018 administration of FSA Math.

WHY - CONTRIBUTING FACTORS

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

Science showed the largest decline with a 10% drop from 69% proficient in 2018 to 59% proficient in 2019. There were several factors contributed to the decline.
*Lack of aligned standards-based instruction
*Limited review of Zoo School Standards and previous learning
*Scarce hands-on, exploratory lab opportunities
*Lack of preparation, resources, and instructors for the Science Blitz

Lack of PDD on the following topics
*5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching

*CER Framework: Claim, Evidence, and Reasoning framework
*Study Island-technology use in lessons

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.

Math lowest 25th percentile group showed the greatest gap between the school and state average (-12%)

Components that led to the decrease:
*Lack of monitoring the lowest 25% in math
*Lack of research-based intervention
*Need for professional development for teachers on standards-aligned instruction
*Limited alignment to the depth of the standard

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

ELA Learning Gains went from 52% in 2018 to 67% in 2019, with a + 15% gain.

New adopted actions that aided to the increase:
*Inclusion model was adopted for grades K-6
*Master schedule and classes were created to best meet the needs of our ESE population
*i-Ready was implemented in 2018-2019 school year for grades K-6 in the area of ELA
*Standards-based instruction was implemented with a key focus on collaborative planning
*Literacy Coach modeled and provided professional development on a writing structure RACES and TEA
*Instructional Rounds were conducted for all grade levels during the 2018-2019 school year with the focus on the standards-alignment in ELA and collaborative planning

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

Students scoring a level 1 on statewide assessments is a concern. Results on the 2019 FSA show 15% of current 4th graders, 25% of current 5th graders and 28% of current 6th graders scored a level 1 on statewide assessments.

Increased referrals for the 2018-2019 school year illustrate a need for intensive support in the social-emotional areas.

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

1. Standards aligned instruction in Math, ELA, and Science
2. Lowest 25th percentile learning gains in ELA and Math
3.
4.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Standards aligned instruction in ELA, Math and Science
Rationale	ELA: Although 69% of students in grades 3-6 were at level 3 and above, we still have 31% of students in grades 3-6 not scoring proficient. The lowest 25th percentile stayed stagnant and did not improve. The lowest 25th percentile fell below the district and state. (Sherwood 50%, District 57% and State 53%) Math: FSA data in the area of mathematics has been trending down the last three years. Year 2017 2018 2019 FSA 3+ 69% 62% 56% Math lowest 25th percentile is 39%, which is below the district and state. Science: Science achievement fell from 69% 3+ in 2018 to 59% 3+ in 2019, a drop of 10%.
State the measurable outcome the school plans to achieve	*ELA FSA 3+ will increase to 75%, showing a 6% increase on the FSA ELA assessment. *Math FSA 3+ will increase to 66%, showing a 10% increase from 2019 scores. *Science will show an increase of 11%, (70% 3+ on 2020 SSA)
Person responsible for monitoring outcome	Adrea McDonough (mcdonough.adrea@brevardschools.org)
Evidence-based Strategy	ELA, Math and Science: Implement standards-based instruction, aligned to the depth of the standard.
Rationale for Evidence-based Strategy	We believe the problem is occurring because of a misalignment of the levels of the standard and task complexity in the areas of math, ELA and science. If task alignment would occur within math, ELA, and science, we believe the learning gains will increase.
Action Step	
Description	ELA: 1. Provide professional development and embedded coaching cycles on grade level standards and task complexity (task alignment). 2. Facilitate three common planning days with Grade Level Champions (Leadership Team) to build standards-based ELA Lessons. 3. Purchase i-Ready Supplemental Curriculum to enhance student achievement. 4. Monitor i-Ready usage and pass rates with fidelity. 5. Implement a school-wide Walk to Intervention (Target Practice) time on the master schedule, five days a week. 7. Target at-risk students for the 21 Century Learning for after school program. 8. Provide an Academic Support Program for students in the lowest 25th percentile. 9. Utilize DCP computer grant to enhance individualized blended learning activities. 10. Hire three Interventionists (Title I Coordinator and two Instructional Assistants) with Title I funds to support the Leveled Literacy Intervention System (LLI) intervention program in primary grades. 11. Purchase grade 3 LLI and additional teacher editions for grades 1-3 to support intervention groups.

12. Select teacher leaders to attend the Winter 2020 Standards Institute, Orlando, Florida.
13. Purchase high interest "Scholastic Class Book Sets" for grades K-6 to increase classroom libraries and bolster reading achievement.
14. Support Rolling Readers Aloud Program for Pre-K through 2nd grade students to foster early literacy.

Math:
1. Provide professional development and embedded coaching cycles on the depth of the standard and (task alignment) to increase rigor and student engagement.
2. Facilitate three common planning days with Grade Level Champions (Leadership Team) to build standards-based Math Lessons.
3. Utilize District Pacing Guides, Standards, Item Specs, and Task Alignment within PLCs.
4. Purchase and utilize the i-Ready instructional pathway for Math.
5. Monitor i-Ready weekly usage and passed lessons.
6. Provide ongoing professional development focused on the i-Ready toolbox for small group instruction, differentiation, and intervention groups.
7. Purchase Great Minds Eureka Math Curriculum for grades 2-6
8. Participate in learning walks and collaborative sessions at neighboring schools to observe planning and implementation of the Eureka program.
9. Monitor subgroup interventions and data weekly.
10. Provide tutoring through Brevard After School (BAS), 21st Century Learning program.
11. Support lowest 25th percentile students through Academic Support Program (ASP).
12. Utilize DCP computer grant to enhance individualized blended learning activities.

Science:
1. Provide PD for grades 2-5 on the 5E Instructional model of unit planning, which is a best practice for Science instruction.
2. Provide a three day Science Boot Camp in the Spring to review Science Standards
3. Support PD in CER Framework and 5E for teachers in grades 2-5. This is Claim, Evidence, and Reasoning.
4. Plan hands-on lessons that require students to investigate and explore concepts.
5. Purchase class set of STEM Engineering 3-D pens to support math and science standards.
6. Support grades 4-5 Science and Social Studies standards through hands-on learning activities and field trips to the Brevard Zoo and St. Augustine
7. Use Title I funds for Zoo School.

Person Responsible   [no one identified]

#2	
Title	Lowest 25th Percentile in ELA and Math
Rationale	Math Lowest 25th percentile, 39% scored at Level 3 and above, this is 14 points behind the district and 12 points behind the state. Although we increased by 4 points from the 2018 administration, this is our lowest component. ELA Lowest 25th percentile, 50% of those students made learning gains, there was no growth from the previous year.
State the measurable outcome the school plans to achieve	Math Lowest 25th percentile will increase from 39% to 52% ELA Lowest 25th percentile will increase from 50% to 57%
Person responsible for monitoring outcome	Adrea McDonough (mcdonough.adrea@brevardschools.org)
Evidence-based Strategy	Designing differentiated tasks and instructional strategies. Triangulating data that accurately monitors mastery of student learning targets.
Rationale for Evidence-based Strategy	We believe we did not fully disaggregate the data deep enough to understand the needs and skill deficits of the students in the lowest 25th percentile. Therefore, analyzing the data further will give us more detailed information to better differentiate instruction, which will lead to learning gains.

Action Step	
Description	1. Produce a Master Schedule with a Walk to Intervention (Target Practice) block for all grade levels. 2. Plan MTSS meetings on the master calendar for each semester. 3. Provide a school based Champion/leader for each grade level. The grade champion/leader will monitor. MTSS and intervention to ensure it is functioning effectively and will be charged with monitoring i-Ready usage and passed assessments. 4. The Champions/Leaders will collaborate with grade level teachers and support staff to analyze data for targeted instruction. 5. Create Student Target Sheet for Data Notebook to track progress. 6. Produce a schedule of available times activity staff will be able to support students in grade levels. 7. Ensure activity teachers work with the lowest 25th percentile students in ELA and Math during their support time. Provide the activity teachers with a list of students to support in each classroom.
Person Responsible	Adrea McDonough (mcdonough.adrea@brevardschools.org)

#3	
Title	Social/Emotional Needs of students
Rationale	Focusing on the affective domain of the social and emotional needs of students is very important and will lead to higher levels of motivation and illustrate higher achievement.

State the measurable outcome the school plans to achieve	During the 2019-2020 school year, we will decrease our discipline referrals by 40%. With the continuation of the PBIS school-wide expectations and the focus on positive behaviors, our goal will lead to increased achievement.
Person responsible for monitoring outcome	Anita Winslow (winslow.anita@brevardschools.org)
Evidence-based Strategy	Students will receive character education one day per week for 40 minutes using Sanford Hamony and Second Step curriculum. In addition, some students will receive supplemental instruction in a small group using Sanford Harmony, Second Step, Zones of Regulation or How Does Your Engine Run? strategies. Teachers will continue to teach school-wide PBIS expectations.
Rationale for Evidence-based Strategy	We believe the increased discipline disruptions during the 2018-2019 school year had an adverse effect on student achievement in the intermediate grades. Our plan to add character education, Sanford Harmony and Second Step small groups for Tier II, and teaching school-wide expectations, we will see an increase in student achievement.

Action Step	
Description	1. Continue to implement PBIS expectations. 2. Implement Sanford Harmony and Second Step programs school-wide and in small groups with Tier II and Tier II students in need. 3. First semester school-wide PLC based on the book study, "Closing The Attitude Gap: How to Fire Up Your Students to Strive for Success" written by Baruti K. Kafele. 5. The School Counselor will conduct a PLC with all teachers and staff on Sanford and Harmony curriculum. 6. Second semester school-wide PLC based on the book study and consultation of, "The Energy Bus" written by Jon Gordon, purchased Title I funds. 7. Staff members implement strategies learned from the PLCs into the classroom. 9. Activity Teachers will provide all grade levels with weekly Character Education for 40 minutes. 10. Staff members will implement tools found within "The Energy Bus" to help build a positive team and culture where all stakeholders overcome challenges and perform at their highest potential. 11. The school counselor will provide professional development to all staff members on Sanford Harmony curriculum. 12. Title I purchased the book "Salt in Your Shoes" for all staff members to use in their classroom to support positive attitude and create positive culture and mindset. 13. Title I Character Education and Inclusion Family Night to include celebrating multiculturalism, and supporting the school-wide rock painting project working with garden beds and enhancing a memorial area. 14. The School-Based Leadership Team (Administration, Title I Team, ESE Teacher, Primary Teacher, and Intermediate Classroom Teacher) will attend "ECTAC Exceeding Expectations Conference".

**Person
Responsible**   Anita Winslow (winslow.anita@brevardschools.org)

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).

Area of Focus:
Hispanic and Students with Disabilities (SWD) Subgroups

Rationale:
Federal Index for Hispanics- 43%
Federal Index for (SWD)-53%

State Measurement Goal:
Increase Federal Index for Hispanics to a Federal Index of 55% and Students with Disabilities (SWD) to 63%.

Evidence-Based Strategy:
MTSS interventions will be put in place for those students who are not making adequate progress in Tier I instructions.

Rationale for Evidence-based Strategy:
We believe two subgroup categories Hispanics and (SWD) students are on the edge of not meeting state benchmarks because we need to monitor their data more closely and provide intervention that specifically meets the needs of the subgroups.

Action Steps:
1. Monitor students progress at Teacher Data Team Meetings.
2. Assign a mentor to each student as a champion who will check in bi-weekly with students.
3. The Leadership team will monitor students progress in core subjects on a monthly basis and discuss areas of need.
4. Provide specific interventions and strategies to increase achievement.

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.

Parent Survey data shows 72% of families would prefer communication via email, texting, flyers, and social media as their means for receiving information about school events. Our goal is to send home information 2 weeks prior to Title 1 events. We will also provide childcare for specific parent training held during the evening. The parent survey indicates 70% of parents have requested academic resources to

support learning at home. Sherwood has created a family resource room to give parents the opportunity to come on campus and check out Reading and Math materials.

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 is a Positive Behavior Interventions and Support (PBIS) school. All stakeholders support the PBIS expectations and encourage students to: Stay on Task, Target Success, Positive Attitude, Respect/Responsibility, and Safety (STARS). In addition, Sherwood Activity teachers provide Sanford Harmony and Second Step lessons in social emotional life skills on a weekly basis, along with character education. Classroom teachers supplement Sanford Harmony lessons within the classroom as needed. These lessons include topics such as empathy, respect, how to handle stress, conflict resolution among others. Classroom teachers utilize Morning Meeting/Meet Up routines daily. Students who exhibit signs of social emotional stress are referred to the school Counselor for counseling. In some instances, students require additional services that the school is not able to provide and are referred to outside counseling services per the county mental health services protocols. Staff also teach social emotional skills to small groups of children during the school day.

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

Sherwood stakeholders reach out to prospective Head Start Pre-K families through home visits. Sherwood staff members develop open communication and strong bonds with our community preschool and daycare centers. We proactively gather information about upcoming kindergarten students to assist in providing needed support(s) and or intervention(s) immediately upon entering elementary school. Through our fall Kindergarten Round Up event, we invite all families in our community with incoming kindergarten students to come and see what school will be like. This event is announced through our school newsletter, our website, and community newspapers and flyers placed in daycares/preschools in the area. In the Spring of each year, our team meets with the school counselor from our middle school feeder school to discuss students and their academic progress and individual learning needs. These efforts ensure a seamless transition into the middle school program.

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.

The school-based leadership team includes the Principal, Assistant Principal, School Counselor, Literacy Coach, and SAC Chair/Intermediate ESE Teacher. All members support and collaborate in team meetings, professional development, classroom walk-throughs and feedback, coaching, analyzing data, Best Practices Inclusive Education (BPIE) and Individual Problem Solving Team meetings.

The leadership team meets with each grade level monthly to help coordinate the MTSS/IPST process along with the ESE specialist. They monitor and adjust the schools academic and behavioral goals through data gathering and data analysis. Student progress in MTSS is monitored using a data wall, Performance Matters, District Assessments, and i-Ready Diagnostic Reports.

Title 1-Part A-Sherwood Elementary School receives federal funding from the Title 1 program. We received $237,110.00 for the 2019-2020 school year. This money is used to provide salaries for our Title

1 Coordinator/Parent Involvement Coordinator, Literacy Coach, Intervention Support Teacher, and two Instructional Assistants. Stakeholders utilize i-Ready by Curriculum Associates as a primary tool to monitor student progress. The i-Ready software package delivers research-based student instruction, performance diagnostics and progress reports based on K-12 Florida State Standards in Mathematics and Reading. Students take the i-Ready Diagnostic and receive differentiated online instruction in both Reading and Math according to their ability, while stakeholders receive customized reports on student progress and mastery of standards.

The school improvement plan (SIP) is monitored through in-process measures by the school's leadership team and SAC.

The Homeless Education Program, provided through the McKinney Vento Act, allows for transportation costs and counseling for students who are classified as homeless. We have clothes and weekend food backpacks available to provide for students and families in need.

Sherwood is in its eighth year working with the Head Start program. Stakeholders work closely with the district to ensure that funds and programs are implemented with fidelity.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our students will be involved with the following organizations to expose them to various career fields:
*Science Night with the United States Air Force (AFTAC Division)
*Kennedy Space Center, Destination Space
*Jim Kennedy, Kennedy Space Center
*Science Fair
*Zoo School
*Community Credit Union-student banking
*Indian River Lagoon
*(SLAM)
*Future Problem Solvers
In addition, independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of safety patrols, Future Problem Solvers, and National Honor Society Elementary.