

Escambia County School District

# Sherwood Elementary School



2020-21 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: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (45%) 2017-18: D (36%) 2016-17: C (41%) 2015-16: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Sherwood Elementary School

501 CHEROKEE TRL, Pensacola, FL 32506

www.escambiaschools.org

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Danley, Kristen	Principal	<p>Job Duties taken from Escambia County School District Principal Job Description:</p> <p>Provides instructional leadership and supervision for student achievement. Manages and administers the development, implementation, and assessment of the instructional program at the assigned school. Utilizes current research, performance data, and feedback from students, teachers, parents, and the community to make decisions related to improvement of instruction and student performance. Promotes highest student achievement. Coordinates program planning with District instructional staff. Manages the selection of textbooks, materials, and equipment, at the appropriate level. Manages and administers the testing program for the school. Aligns school initiatives with District, state, and school goals. Establishes and coordinates procedures for students, teachers, parents, and community evaluation of curriculum. Assigns teachers according to identified needs. Facilitates the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. Facilitates, monitors, and coordinates the implementation of Exceptional Student Education (ESE) programs and services. Monitors Pre-Kindergarten programs and services. Directs the development of the master schedule and assigns teachers according to identified needs. Provides leadership in the effective use of technology in the classroom. Supervises the establishment and maintenance of individual professional development plans for each instructional employee. Interviews and selects qualified personnel to be recommended for employment. Supervises assigned personnel, conducts annual performance appraisals, and makes recommendations for appropriate employment action. Implements and administers negotiated employee contracts at the school site. Assigns and supervises school personnel to special projects for the enhancement of student learning. Establishes job assignments for school-site administrators, teachers, and support personnel. Develops and administers duty rosters for certificated and non-certificated staff as required. Manages and administers personnel development through training, inservice,</p>



Name	Title	Job Duties and Responsibilities
		<p>and other developmental activities.</p> <p>Provides training opportunities and feedback to personnel at the assigned school.</p> <p>Supervises the operation and management of all activities and functions at the assigned school.</p> <p>Develops positive school/community relations and acts as liaison between the school and community.</p> <p>Accesses, analyzes, interprets, and uses data in decision-making.</p> <p>Coordinates school maintenance and facility needs and monitors progress toward meeting those needs.</p> <p>Monitors the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>Supervises the orderly movement and safety of transportation services on school grounds.</p> <p>Manages and supervises the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.</p> <p>Establishes and manages accurate student accounting and attendance procedures at the assigned school.</p> <p>Coordinates the school food services program at the assigned school, including the free and reduced food services program requirements.</p> <p>Conducts staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems.</p> <p>Communicates, through proper channels, to keep the Superintendent informed of pending problems or events of unusual nature.</p> <p>Directs the establishment of adequate property inventory records and ensures the security of school property.</p> <p>Implements School Board policies, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Supervises the preparation and maintenance of accurate and timely reports and records.</p> <p>Establishes school guidelines and enforces District guidelines for proper student conduct with implementation of disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Facilitates a program of family and community involvement.</p> <p>Supervises the school guidance program and services to ensure that individual</p>

Name	Title	Job Duties and Responsibilities
		<p>student educational and developmental needs are met.</p> <p>Establishes procedures to be used in the event of school crisis and/or civil disobedience and provides leadership in the event of such happenings.</p> <p>Coordinates the supervision of all extracurricular programs at the assigned school.</p> <p>Manages and supervises student activity programs, including the selection of club sponsors and coaches.</p> <p>Approves all school-sponsored activities, and maintains a calendar of all school events.</p> <p>Maintains visibility and accessibility on the school campus.</p> <p>Attends school-related activities and events.</p> <p>Coordinates the supervision of school health services and personnel.</p> <p>Monitors school attendance (absences, tardiness, and early departures) and follows through with designated procedures.</p> <p>Participates in county-wide management meetings and other meetings and activities appropriate for professional development.</p> <p>Communicates effectively, both orally and in writing, with parents, students, teachers, District personnel, and the community; oversees the PTA Board.</p> <p>Serves as a member of the Superintendent's District-Wide Leadership Team as requested.</p> <p>Sets high goals and standards for self, others, and organization.</p> <p>Participates in developing the District strategic plan, District school calendar, staffing plan, and manpower plan and manages and administers school functions relating to these items.</p> <p>Provides leadership in the school improvement process, implementation of the school improvement plan, and the School Advisory Council.</p> <p>Establishes a vision and mission for the school in collaboration with key stakeholders.</p> <p>Exercises proactive leadership in promoting the vision and mission of the District.</p> <p>Accesses District and community resources to meet school needs.</p> <p>Anticipates problems and difficult situations and plans appropriately to handle them.</p> <p>Acts quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>Provides recognition and celebration for staff, student, and school accomplishments.</p> <p>Builds teams to accomplish plans, goals, and priorities.</p> <p>Promotes and markets the school and its priorities.</p> <p>Performs other duties as assigned.</p>

Name	Title	Job Duties and Responsibilities
Collins, Jennifer	Assistant Principal	Mrs. Collins serves as the assistant principal. As part of her job responsibilities she observes, coaches, and evaluates half of the staff; she conducts daily classroom walk-through with feedback to teachers; serves as textbook coordinator; serves as testing coordinator; monitors pacing and curriculum implementation for teachers in K-2; oversees all transportation areas; oversees guidance counselor and child study process regarding attendance issues; oversees ESE teachers and ESE schedules; tracks and submits all in-service points for faculty; serves as school public relations coordinator; supervises custodians; and serves as administrator over virtual school instructors.
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	Ms. Chaffee serves as grade chair for ESE teachers. She provides ESE services as outlined in her students IEP plans and as grade chair assists other ESE teachers to ensure they are meeting students' IEP plans. She plans and delivers instruction for ESE students assigned to her.
Gamblin, Ingrid	Teacher, PreK	Mrs. Gamblin is our VPK teacher. She ensures that all VPK requirements and guidelines are adhered to, provides a safe teaching environment for pre-k students, plans and delivers instruction following the VPK curriculum. She works collaboratively with the ESE teacher and teacher assistant in her classroom.
Bryant, Nina	Teacher, K-12	Mrs. Bryant serves as grade chair for the kindergarten team. As a kindergarten teacher she plans and delivers instruction following the districts pacing guide, uses data to drive instruction to ensure each students' academic success, and provides a safe learning environment for all students.
Smith, Alicia	Teacher, K-12	Mrs. Smith serves as grade chair for the 1st grade team. As a 1st grade teacher she plans and delivers instruction following the districts pacing guide, uses data to drive instruction to ensure each students' academic success, and provides a safe learning environment for all students.
Phillips, Debbi	Other	Ms. Phillips serves as our Curriculum Coordinator. As part of her job she facilitates our RTI/MTSS process; coordinates our reading interventions for students; prepares lessons for reading remediation; pulls small groups for remediation; oversees part time instructors that pull small groups for reading; conducts classroom walk-through and provides feedback to teachers; coaches struggling teachers; conducts professional development for teachers; and meets with teachers during grade level planning regarding reading interventions, student data and other pertinent topics to assist with teacher development..

Name	Title	Job Duties and Responsibilities
Davis, Liberty	Teacher, K-12	Mrs. Davis serves as grade chair for the 3rd grade team. As a 3rd grade teacher she plans and delivers instruction following the districts pacing guide, uses data to drive instruction to ensure each students' academic success, and provides a safe learning environment for all students.
Williams, Michelle	Teacher, K-12	Ms. Williams serves as grade chair for the 4th grade team. As a 4th grade teacher she plans and delivers instruction following the districts pacing guide, uses data to drive instruction to ensure each students' academic success, and provides a safe learning environment for all students.
Wages, Rionna	Teacher, K-12	Ms. Wages serves as grade chair for the 5th grade team. As a 5th grade teacher she plans and delivers instruction following the districts pacing guide, uses data to drive instruction to ensure each students' academic success, and provides a safe learning environment for all students.
Kelley, Rachel	Teacher, K-12	Mrs. Kelley serves as grade chair for the 2nd grade team. As a 2nd grade teacher she plans and delivers instruction following the districts pacing guide, uses data to drive instruction to ensure each students' academic success, and provides a safe learning environment for all students.
Wyrick, Tamika	Instructional Media	Mrs. Wyrick is our media specialist and serves as grade chair for the special area teachers. In her role as media specialist she manages the circulation of library books and periodicals; manages the media center budget to ensure new purchases reflect demand for circulation; ensures media circulation reflects the culture and needs of our student population; teaches classes following the districts media information standards; coordinates the schools accelerated reader program and other reading initiatives/programs at our school; and supervises the student news crew.

## Demographic Information

### Principal start date

Saturday 7/1/2017, Tammy Douglas L

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Total number of teacher positions allocated to the school**

32

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (45%) 2017-18: D (36%) 2016-17: C (41%) 2015-16: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	37	70	87	66	68	78	0	0	0	0	0	0	0	406
Attendance below 90 percent	6	22	17	17	14	9	0	0	0	0	0	0	0	85
One or more suspensions	1	4	3	8	5	15	0	0	0	0	0	0	0	36
Course failure in ELA	0	3	6	8	8	0	0	0	0	0	0	0	0	25
Course failure in Math	0	2	1	5	15	0	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	15	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	28	0	0	0	0	0	0	0	35

**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	1	3	3	8	8	1	0	0	0	0	0	0	0	24

**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	6	0	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	0	6	0	0	0	0	0	0	0	8

**Date this data was collected or last updated**

Saturday 8/8/2020

**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	
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

**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
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

**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	
	(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.**

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%



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

<b>ESSA Federal Index</b>	
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%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
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%	0
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%	0

## 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 2018-2019) 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. High turnover of teachers along with 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?**

The number of 4th and 5th graders with two or more early warning indicators (26 and 29 respectively).

**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. Reduce suspensions especially targeting 4th and 5th graders.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

Instructional Practice specifically relating to providing direct and explicit comprehension strategy instruction will focus on supporting teachers with research based strategies for teaching comprehension strategies in all content areas.  
 Data collected from the 2019 FSA data showed only 33% of students scoring at a proficient level in ELA.

**Measurable Outcome:**

ELA proficiency will improve by 5% by going from 33% to 38% proficient.

**Person responsible for monitoring outcome:**

Kristen Danley (kdanley@ecsdfi.us)

**Evidence-based Strategy:**

Provide direct and explicit comprehension strategy instruction in all content areas.

**Rationale for Evidence-based Strategy:**

In analyzing the 2019 FSA data and the current 2020 progress monitoring data, students inability to comprehend complex text results in students struggling to perform at or above grade level on statewide or district assessments. According to Improving Adolescent Literacy: Effective Classroom Intervention Practices found on What Works Clearinghouse, providing direct and explicit comprehension strategy instruction proved to have a strong positive effect size on student performance.

**Action Steps to Implement**

Provide training to teachers: on selecting appropriate level of texts to use when first beginning to teach comprehension strategies as well as ensuring appropriate text for the reading level of students.

Utilize grade level common planning to provide on-going professional development on the 29 comprehension modules in Jan Richardson's The Next Step Forward in Guided Reading.

Curriculum Coordinator will work with teachers during teachers common planning and after school modeling key parts of a guided reading lesson and teachers will also view Jan Richardson's videos of her modeling guided reading lessons.

**Person Responsible**

Debbi Phillips (dphillips3@ecsdfi.us)

Progress monitor student progress

-admin team will conduct classroom walkthroughs to monitor and provide feedback on the implementation of guided reading groups to ensure that appropriate amounts of time is given for guided practice on the different level of the strategies that students are learning.

-classroom walkthrough data will drive admin team support and further training of teachers

-teachers will use the assessment and record-keeping forms found in The Next Steps Forward Guided Reading book as well as district level assessments to monitor student progress in reading comprehension

-data will be analyzed from district assessments (STAR and i-Ready) at key points in the year and adjustments based on data will be made to student groupings

**Person Responsible**

Kristen Danley (kdanley@ecsdfi.us)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Instructional Practice specifically relating to assisting students in monitoring and reflecting on the problem solving process. Data collected from the 2019 FSA data showed only 38% of students scoring at a proficient level in Math.
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**Measurable Outcome:** Math proficiency will improve by 5% by going from 38% to 43% proficient.

**Person responsible for monitoring outcome:** Kristen Danley (kdanley@ecsdfl.us)

**Evidence-based Strategy:** Assist students in monitoring and reflecting on the problem solving process.

**Rationale for Evidence-based Strategy:** In analyzing the 2019 FSA data and the current 2020 progress monitoring data, students inability to problem solve resulted in students struggling to perform at or above grade level on statewide or district assessments. According to Improving Mathematics Problem Solving in Grades 4-8 found on What Works Clearinghouse, monitoring and reflecting during problem solving helps students think about what they are doing and why they are doing it, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. The more students reflect on their problem-solving processes, the better their mathematical reasoning—and their ability to apply this reasoning to new situations—will be. Monitoring and reflecting during problem solving proved to have a strong positive effect size on student performance.

**Action Steps to Implement**

Work with teachers in the upper grades to develop a list of prompts to help students monitor and reflect during the problem solving process.

Model how to monitor and reflect on the problem solving process. Provide grade level planning for teachers to practice modeling before modeling with students.

Teacher training will include ways to increase teacher-student dialogue to include guided questioning to help students clarify and refine their thinking and to help them establish a method for monitoring and reflecting what makes sense to them.

SchoolNet benchmark assessments will be used to monitor student progress.

**Person Responsible** Jennifer Collins (jcollins@ecsdfl.us)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. Teaching appropriate replacement behaviors and providing time for a social emotional curriculum in our schedule will result in reduced number of office discipline referrals and therefore reduce out of school suspensions.

**Measurable Outcome:** Reduce the number of office discipline referrals by 10% from 367 for the 2018-2019 school year to 330 or less for the 2020-2021 school year. Reduce out of school suspensions by 10% from 67 days in the 2018-2019 school year to 60 or less for the 2020-2021 school year.

**Person responsible for monitoring outcome:** Alexis Quick (aquick@escambia.k12.fl.us)

**Evidence-based Strategy:** Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

**Rationale for Evidence-based Strategy:** In analyzing the 2018-2019 school year discipline data and the first semester of the 2019-2020 school year, we noticed a considerable increase in referrals for disrespect and abusive behavior. According to Reducing Behavior Problems in the Elementary Classroom found on What Works Clearinghouse, to increase the positive culture in a classroom and reduce the number of student discipline incidents, teachers need to increase the opportunities that the students have to exhibit appropriate behaviors. This will preserve a positive classroom climate; and manage consequences to reinforce students' display of positive "replacement" behaviors.

**Action Steps to Implement**

- All faculty and staff will be trained to implement the Miss Kendra program. (trauma informed care - SEL curriculum)
- all staff will attend a 1 1/2 hour orientation session during the first nine weeks of school
- teachers and support staff will attend two 2 hr training sessions on how to implement the key components of the program
- master schedules will provide each teacher with a weekly 30 min time to present the Miss Kendra lesson
- master schedules will be designed to allow a daily social emotional lesson using Miss Kendra, Sanford Harmony, and/or Suite 360 materials.
- school's social emotional specialist will do classroom walkthroughs to monitor the implementation of the program
- school social emotional specialist will provide ongoing training for teachers throughout the school year during grade level planning and/or after school
- discipline data (to include ODR) will be analyzed at monthly PBIS meetings to include developing strategies for any identified areas of concern/need

**Person Responsible:** Kristen Danley (kdanley@ecsdf.l.us)

**#4. ESSA Subgroup specifically relating to African-American****Area of Focus**

**Description and Rationale:** Provide explicit vocabulary instruction.

**Measurable Outcome:** Raise the federal index level of our African American subgroup from 36% in 2018-2019 to 41% in 2020-2021.

**Person responsible for monitoring outcome:** Kristen Danley (kdanley@ecsdfl.us)

**Evidence-based Strategy:** Provide explicit vocabulary instruction

**Rationale for Evidence-based Strategy:**

In analyzing the 2019 FSA data, only 33% of our students are reading at a proficient level. I-Ready progress monitoring data for the 2019-2020 school year also reflect a deficit in vocabulary understanding across all grade levels. The data also shows ELA proficiency declining as students get older. As students progress through the grade levels most of the words move from familiar to print vocabulary that increasingly contains words that are rarely part of the oral vocabulary. In many content area texts, the vocabulary contributes a greater share of the meaning. According to Improving Adolescent Literacy: Effective Classroom Intervention Practices found on What Works Clearinghouse, by giving students explicit instruction in vocabulary, teachers help students learn the meaning of new words and strengthen their independent skills of constructing the meaning of text.

**Action Steps to Implement**

1. Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction. District ELA staff will provide training to teachers on providing explicit vocabulary instruction. Students will utilize i-Ready online instruction 15 min a day.

For ongoing progress monitoring purposes, we will create an i-Ready and STAR group of our African American students. This data will be reviewed after each assessment period. Adjustments to instruction for students will occur based on the data at those progress monitoring intervals.

**Person Responsible** Debbi Phillips (dphillips3@ecsdfl.us)

2. Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading. Junior Great Books curriculum will be used to increase the amount of discussion among students, provide natural writing in response to reading and increase opportunities to cite text evidence. District staff will provide a refresher training in teaching with Junior Great Books during pre-school week. Classroom walkthroughs with feedback will be conducted by administration to monitor the implementation of using this inquiry based teaching method.

For ongoing progress monitoring purposes, we will create an i-Ready and STAR group of our African American students. This data will be reviewed after each assessment period. Adjustments to instruction for students will occur based on the data at those progress monitoring intervals.

**Person Responsible** Debbi Phillips (dphillips3@ecsdfl.us)



## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Additional Schoolwide Improvement Priority: Increase lower quartile learning gains in ELA. Each grade level will have a designated ELA intervention time called AIM (Always Improving Myself) with additional teacher support that enables struggling students (lower quartile students and RTI students) to be taught in smaller groups than at or above grade level students. By using this format for intervention, students struggling with reading comprehension will have more time to practice. Tier 3 students will be taught by a reading endorsed teacher.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Sherwood Elementary strives to create a positive school culture and environment where students and teachers want to come to school and do their very best. We gather input from all stakeholders when planning for the next school year. We have a student ambassador program (Sherwood Ambassadors) where students provide input into ideas about improving the school, recognizing students, school beautification, ways to improve student behavior, etc. Students bring great ideas and insight into areas that need to be improved. Students have a voice through the Sherwood Ambassador program. Sherwood conducts parent meetings along with School Advisory Council Meetings that consist of teachers, parents and community members. During those meetings input is received into planning for the upcoming school year. We get feedback and ideas about ways to increase parent involvement, ways to involve or get involved in the community, ways we can support our families, etc. At each family event, we collect feedback from those in attendance to determine the needs of our families and how we can better partner with them. In addition to improving student and family involvement, we also strive to create a positive and supportive culture and environment to retain the very best teachers. Sherwood strategically plans monthly morale boosters for faculty/staff with the support of our business partners. Examples might be a community service project that teachers and/or students work on together, ordering lunch from a local business partner, or special treats/recognition for teachers.

### Parent Family and Engagement Plan (PFEP) Link

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