Sherwood Elementary School

2021-22 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: 7/1/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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.](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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sherwood Elementary School, in partnership with our community and families, will strive to provide a rigorous and nurturing learning environment which fosters respect, responsibility, and safety. Reviewed and updated August 2019.

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. Reviewed and updated August 2019.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Marines, Sandra	Principal	The principal, Sandra Marines, is the instructional leader of the school. She focuses on academic excellence for all students and provides a common vision for school improvement and action steps. Ms. Marines leads the Leadership Team with an active role in data-based decision-making and engages stakeholders in collaboration with their school community. Ms. Marines facilitates learning through the use of high quality, standards-aligned materials, intentional teacher planning sessions, and monitors student data. She fosters instructional coaching to build educator capacity, focuses on student performance and individual learning needs, cultivates social-emotional development and a safe learning environment. In accordance with the Brevard Public Schools Strategic Plan 2020-2025, Ms. Marines is devoted to increasing academic excellence, building an exceptional workforce, growing community connections, and continued operational sustainability.
Olesnevich, Jessica	Assistant Principal	Jessica Olesnevich supports all aspects of school improvement. She leads the work of the MTSS development and ensures all aspects of intervention are implemented with fidelity. In accordance with the Brevard Public Schools Strategic Plan 2020-2025, Mrs. Olesnevich is devoted to increasing academic excellence, building an exceptional workforce, growing community connections, and continued operational sustainability.
Caddell, Rachel	Other	Rachel Caddell is the Title I Coordinator, serves on the Leadership Team, and is an interventionist. She ensures School Improvement Plan action steps and goals are being carried out for all stakeholders. Mrs. Caddell monitors student progress and analyzes data which provides interventions to the lowest 25th percentile in reading and math. In addition, Ms. Caddell supports Parent and Family Engagement events and other school events.
Haffner, Christine	Reading Coach	Ms. Haffner is the Literacy Coach and serves as a member of the school Leadership Team. She ensures SIP goals are being carried out for all stakeholders and analyzes data which provides interventions to the lowest 25th percentile in reading. Mrs. Haffner supports building educator capacity in the areas of reading, writing, and focused intervention blocks.
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.

Demographic Information

Principal start date

Monday 7/1/2019, Sandra Marines K

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.*

7

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

438

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	57	48	65	49	48	58	45	0	0	0	0	0	0	370
Attendance below 90 percent	3	9	6	4	4	5	3	0	0	0	0	0	0	34
One or more suspensions	0	2	0	1	1	4	2	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	3	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	4	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	3	5	2	0	0	0	0	0	0	10
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	0	7	8	5	0	0	0	0	0	0	20
Level 1 on 2021 statewide FSA Math assessment	0	0	0	0	16	14	9	0	0	0	0	0	0	39

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	1	0	1	7	8	6	0	0	0	0	0	0	23

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	3	2	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/19/2021

2020-21 - 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	43	64	46	45	46	41	55	0	0	0	0	0	0	340
Attendance below 90 percent	0	2	0	0	1	0	1	0	0	0	0	0	0	4
One or more suspensions	0	1	1	0	0	0	1	0	0	0	0	0	0	3
Course failure in ELA	2	13	4	2	4	0	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	2	4	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	3	7	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	6	0	0	0	0	0	0	12

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	2	0	0	1	3	6	0	0	0	0	0	0	12

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	13	4	2	4	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

2020-21 - 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	43	64	46	45	46	41	55	0	0	0	0	0	0	340
Attendance below 90 percent	0	2	0	0	1	0	1	0	0	0	0	0	0	4
One or more suspensions	0	1	1	0	0	0	1	0	0	0	0	0	0	3
Course failure in ELA	2	13	4	2	4	0	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	2	4	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	3	7	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	6	0	0	0	0	0	0	12

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	2	0	0	1	3	6	0	0	0	0	0	0	12

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	13	4	2	4	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	62%	57%	61%	60%	56%
ELA Learning Gains				67%	60%	58%	52%	54%	55%
ELA Lowest 25th Percentile				50%	57%	53%	50%	46%	48%
Math Achievement				56%	63%	63%	60%	62%	62%
Math Learning Gains				60%	65%	62%	56%	59%	59%
Math Lowest 25th Percentile				39%	53%	51%	37%	49%	47%
Science Achievement				59%	57%	53%	69%	57%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	67%	64%	3%	58%	9%
Cohort Comparison						
04	2021					
	2019	71%	61%	10%	58%	13%
Cohort Comparison		-67%				
05	2021					
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-71%				
06	2021					
	2019	72%	60%	12%	54%	18%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	61%	-8%	62%	-9%
Cohort Comparison						
04	2021					
	2019	59%	64%	-5%	64%	-5%
Cohort Comparison		-53%				
05	2021					
	2019	42%	60%	-18%	60%	-18%
Cohort Comparison		-59%				
06	2021					
	2019	64%	67%	-3%	55%	9%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	56%	-3%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Reading and i-Ready Math for Grades 1 - 6.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	47%	68%
	Economically Disadvantaged	29%	40%	71%
	Students With Disabilities	18%	31%	50%
	English Language Learners	0%	33%	67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	36%	65%
	Economically Disadvantaged	11%	26%	69%
	Students With Disabilities	0%	31%	56%
	English Language Learners	0%	33%	67%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	54%	59%
	Economically Disadvantaged	21%	53%	58%
	Students With Disabilities	12%	35%	30%
	English Language Learners	0%	100%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	40%	55%
	Economically Disadvantaged	13%	39%	39%
	Students With Disabilities	0%	12%	29%
	English Language Learners	0%	0%	100%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	67%	81%
	Economically Disadvantaged	42%	61%	77%
	Students With Disabilities	0%	22%	56%
	English Language Learners	33%	33%	33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	29%	47%
	Economically Disadvantaged	10%	23%	39%
	Students With Disabilities	0%	0%	22%
	English Language Learners	0%	0%	67%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	40%	65%
	Economically Disadvantaged	34%	44%	69%
	Students With Disabilities	9%	18%	33%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	38%	58%
	Economically Disadvantaged	24%	33%	55%
	Students With Disabilities	18%	27%	42%
	English Language Learners	NA	NA	NA

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	61%	64%
	Economically Disadvantaged	46%	53%	60%
	Students With Disabilities	17%	33%	14%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	48%	73%
	Economically Disadvantaged	33%	43%	70%
	Students With Disabilities	0%	17%	50%
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%	60%	64%
	Economically Disadvantaged	49%	54%	54%
	Students With Disabilities	17%	17%	0%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	44%	51%
	Economically Disadvantaged	30%	40%	47%
	Students With Disabilities	0%	14%	25%
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	25	20	28	50						
ELL	68			58							
BLK	50			33							
HSP	54	71		44	59		45				
MUL	50			50							
WHT	66	53		57	67	80	53				
FRL	58	57	40	47	63	64	44				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	396

ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	50
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	63
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall, Math achievement fell from 56% proficient to 53% proficient (-3%). This data reflects a downward trend in Sherwood's Mathematics performance since 2018 (60% proficient). According to the 2021 Math FSA, Sherwood's lowest performing grade levels were grades three and four.

Aligned with 2021 Math FSA results, third and fourth grade SWDs struggled to meet learning goals according to the Spring i-Ready Math Diagnostic. Only 22% of third grade SWDs and 42% of fourth grade SWDs met Typical Growth projections or performed on grade level.

Based on 2021 ELA FSA results, ELA learning gains dipped by 5% moving from 67% Learning Gains in 2019 to only 62% Learning Gains in 2021. ESSA data indicates students in the Lowest 25th Percentile demonstrated the greatest decline (10%) in ELA learning gains. Only 40% of students in the Lowest 25th Percentile demonstrated reading learning gains in 2021.

According to the 2021 Spring i-Ready Reading Diagnostic, Sherwood's SWD subgroup struggled to increase proficiency with only 29% meeting the Typical Growth goal. The percentage of SWDs achieving Typical Growth goals fell below all other subgroups: Grade 3 SWD (22%), Grade 4 SWD (33%), Grade 5 SWD (14%) and Grade 6 SWD (0%).

In Science, only 49% of Sherwood's fifth grade students scored proficiently on the 2021 SSA in comparison to 53% in 2019. This data reflects a downward trend in Science performance since 2018

(66% proficient). ESSA data indicates the greatest achievement gap for Sherwood's SWD (14% proficient) and Hispanic (33% proficient) subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall, Math achievement fell from 56% proficient to 53% proficient (-3%). According to the 2021 Math FSA results, Sherwood's lowest performing grade levels were grades 3 and 4. Third grade students fell significantly below state (51%) and district (54%) proficiency levels. Only 33% of Sherwood third grade students demonstrated proficiency, decreasing by 20% from 2019 (53% proficient). In addition, fourth grade students dropped below state (53%) and district (58%) proficiency levels. Only 51% of Sherwood fourth grade students demonstrated proficiency, decreasing by 8% from 2019 (59% proficient). On the Spring i-Ready Diagnostic, only 22% of third grade SWDs and 42% of fourth grade SWDs met Typical Growth projections or performed on grade level.

In addition, the Lowest 25th Percentile demonstrated the greatest decline in Reading Learning Gains. In 2019, 50% of students in the Lowest 25th Percentile demonstrated learning gains in comparison to only 40% in 2021 (declining by 10%). According to the 2021 Spring i-Ready Reading Diagnostic results, Sherwood's SWD subgroup struggled to increase proficiency levels. Overall, only 29% of SWD's achieved their Typical Growth goal.
The percentage of SWDs achieving Typical Growth goals fell below all other subgroups: Grade 3 SWD (22%), Grade 4 SWD (33%), Grade 5 SWD (14%) and Grade 6 SWD (0%) according to the i-Ready Diagnostic.

According to the 2021 Statewide Science Assessment (SSA), only 49% of Sherwood's fifth grade students scored proficiently in comparison to 53% in 2019 (decreasing 10%). Sherwood's lowest performing ESSA subgroups were SWDs (14% proficient) and Hispanic (33% proficient).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that contributed to the need for improvement:
* Long-term effects of school closures/unfinished learning in March 2020
* Impacts of e-learning/hybrid learning models and COVID-19 pandemic quarantines
* Teacher clarity and emphasis on grade level standards in reading, math and science
* Absence of rigorous ELA curriculum/materials aligned to the demands of grade level state standards
* Inconsistent utilization of District Pacing Guides, skills taught in isolation, lack of rigorous writing tasks
* Teacher knowledge of how to diagnose student's missed learning across all ESSA subgroups
* Teacher knowledge of prerequisite standards and effective intervention grouping
* Needed additional Professional Development opportunities focused on standards-aligned instruction,
scaffolding, and vocabulary strategies

Actions needed in order to address areas of improvement:
* Prioritize interventions and student grouping with schoolwide Target Block
* Collaborative planning on a weekly basis with teachers and leadership team to ensure alignment with District
Pacing Guides and new B.E.S.T. ELA Standards and Math Standards
* Implementation of new ELA curriculum, materials and resources along with essential time stamping/ pacing
* Professional development on the utilization of the enhanced standards focus documents and ELA lesson plans

* Professional development on Accelerated Learning (engaging students with grade level materials and tasks)
* Professional development on standards-aligned instruction, scaffolding, and vocabulary acquisition
* Coaching/feedback to include demonstrations of what effective teaching looks like with opportunities for
teachers to Visit, Observe, Reflect and Plan in exemplar classrooms at Sherwood and neighboring schools (T)
* Increased student progress monitoring by teachers

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to the 2021 FSA, Sherwood's data component showing the most improvement was grade five Math. In 2021, 62% of fifth grade students scored proficiently showing a 20% increase from 2019 (42%). Sherwood students exceeded the District's Math proficiency average of 54% and the State's Math proficiency average of 51%. Despite historical challenges in Math, students in the Lowest 25th Percentile demonstrated impressive learning gains. In 2021, 65% of students in the Lowest 25th Percentile made a learning gain. This is an increase of 26% from 2019, in which only 39% of the Lowest 25th Percentile earned a learning gain in Math.

Based on the 2021 Spring i-Ready Diagnostic results, Sherwood's English Language Learners (ELLs) and Economically Disadvantaged (ED) subgroups increased proficiency levels or met Typical Growth goals reducing achievement gaps. Overall, grade one students performed at 68% proficiency compared to ED at 71% proficiency and ELLs at 67% proficiency. Grade two students performed at 59% proficiency compared to ED at 58% proficiency and ELLs at 100% proficiency.

As measured by the 2021 ELA FSA, Sherwood's highest proficiency content area was in reading with 62% of our students scoring a level 3 or above. Sherwood's ELA learning gains dipped slightly by 5% moving from students earing 67% Learning Gains in 2019 to 62% Learning Gains in 2021.

In Science, students scoring a Level 1 decreased from 19% to 12% and the mean scale score increased by 1 point (203) exceeding State (197 SS) and District (197 SS) mean scale scores.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Several factors contributed to the improvement in Math Learning Gains, ESSA subgroup achievement in ELA and the reduction of level 1's in Science. They include:
* Grade Level Champions (leadership teams) provided academic support and additional progress monitoring
* Schoolwide utilization of Eureka Math curriculum, materials, and resources
* Implementation of the Eureka Math and Zearn "Learning Model" (TNTP)
* Utilization of District Pacing Guides in Math and focused on standards-based instruction
* Strategic intervention groups for math to address achievement gaps and unfinished learning
* Weekly iReady student progress monitoring and student conferences in ELA and Math
* Increased data analyzation for ESSA subgroups (item analysis)
* Frequent observations, feedback, and coaching cycles focused on Math
* Inclusion and ESE co-teaching model implementation in ELA and Math content areas
* Virtual Zoo School program with Standards-based, hands-on learning activities
* Opened new Math and Science labs during school hours
* Targeted at-risk students for the 21st Century Learning Program (BAS)
* Utilized 2020 CARES Act., ASP, and SAC funds to provide additional instructional support and tutoring for
students in the Lowest 25th Percentile

What strategies will need to be implemented in order to accelerate learning?

The key to accelerating is determining the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with precision and efficiency.

*Scaffold Intentionally
When teaching the new B.E.S.T. Standards for ELA, teachers will combine skills rather than focusing on isolated skills to provide opportunities for students to use familiar, mastered skills in conjunction with newly acquired ones to achieve new levels of understanding.

*Building Knowledge and Vocabulary
Building knowledge and vocabulary in a variety of ways, including immersion in multimedia resources that focus on a single topic. Systematic planned encounters with texts, photographs, recordings, and infographics that are all connected to a topic provide students with the concepts and words needed to successfully tackle challenging grade-level tasks.

*Diagnose Essential Missed Learning
Ongoing progress monitoring is the key to uncovering areas of academic need that can then be addressed. Students need to self-assess their own learning and ask for assistance during the lesson. Teachers verify students' self-assessments and monitor learning progress through formative assessments and diagnostics, offering "just in time" supports to target instruction needed to bridge achievement gaps.

*Utilize Interdependent Collaborative Student Teams
Classrooms achieve powerful results when students work in academic teams to tackle rigorous standards-based tasks. In academic teaming every member contributes to the group's success, developing essential social-emotional skills and accountability as students push each other's thinking based on text evidence.

*Implement BPS Elementary Leading and Learning Instructional Agreements 2021-2022

*Model the BPS Vision for Excellent Instruction

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers and leaders at Sherwood will need the following professional development opportunities provided at the school in order to accelerate learning:

*Job-embedded professional development opportunities throughout the year focused on the newly adopted ELA curriculum (Benchmark Advance Grades K-5 and Savvas Grade 6), materials, resources, daily lesson plans, and lesson time stamping expectations

* Professional development based on how to monitor and diagnose essential missed learning for ALL students and ESSA subgroups

*Professional development focused on i-Ready strategic student groupings (flexible and fluid) and how to utilize prerequisite reports in math to provide students with the skills required to demonstrate success with grade level concepts (i-Ready Consultants)

*Professional development focused on i-Ready Diagnostic results, item analysis, and utilization of historical diagnostic reports to ensure student pathways are maximizing student learning importunities and time (i-Ready Consultants)

*Professional development focused on the new B.E.S.T. Standards, building student's knowledge and vocabulary across content areas, and scaffolding strategies for both reading and math content areas

*Professional development focused on collaborative student teams and effective accountable talk strategies through Kagan Structures - Cooperative Learning Strategies Day 1 training. Kagan structures will model ways for students to work in academic teams while tackling rigorous standards-based tasks. Kagan structures will encourage every member of the student team to contribute to the learning and work of the lesson. (T)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

*Continuous professional development opportunities at the school level focused on the newly adopted ELA curriculum (Benchmark Advance Grades K-5 and Savvas Grade 6), daily lesson plans, and lesson time stamping.

*Annual implementation of BPS Elementary Leading and Learning Instructional Agreements and modeling of the BPS Vision for Excellent Instruction.

*The school will provide updated materials and resources to ensure teachers have ready access to Enhanced Standards Focus documents, District Pacing Guides, Grade Level Standards, and Curriculum.

*Consistent progress monitoring to address individual student learning needs and monthly Data Team meetings to diagnose essential learning needs (skill deficits and achievement gaps).

*Focus on PLCs and MTSS/RtI Leadership Teams aimed at improving the teaching-learning process, provide opportunities for collegial inquiry, and connect teachers to external expertise resulting in positive impacts on student learning.

*Utilize 2020 CARES Act. (while finds remain available), SAC funds, and ASP to provide additional instructional support and tutoring for SWDs and students in the Lowest 25th Percentile.

*Academic Support Program (ASP) for students in grades 1-6 focused on foundation skills, multi-syllabic rituals, vocabulary acquisition, math fluency, and science.

*Utilize Title I funds to sustain additional research-based programs, materials, and resources to provide quality interventions and support to address achievement gaps and unfinished learning for all students. (T)

*Utilize Title I funds to host a Literacy Night, Math Night, and Science Night to increase academic parent and family engagement, benefiting students and building strong relationships between home and school. (T)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	ELA: The 2021 ELA FSA revealed, 62% of Sherwood students in grades 3-6 earned a level 3 or above. Sherwood's lowest performing grade levels were grades three and four. 2021 Grade Three = 54% proficient (-13% from 2019) 2021 District = 54% proficient 2021 State = 51% proficient 2021 Grade Four = 58% proficient (-13% from 2019) 2021 District = 58% proficient 2021 State = 53% proficient According to the 2021 Spring i-Ready Reading Diagnostic results, Sherwood's SWD subgroup struggled to increase proficiency. The percentage of SWDs (29%) achieving Typical Growth goals fell below all other subgroups: Grade 3 SWD (22%), Grade 4 SWD (33%), Grade 5 SWD (14%) and Grade 6 SWD (0%). Math: 2021 Math FSA achievement decreased from 56% proficient to only 53% proficient (-3%). This data reflects a downward trend in Sherwood's Mathematics performance since 2018 (60% proficient). Sherwood's lowest performing grade levels were grades three and four. 2021 Grade Three = 33% proficient (-20% from 2019) 2021 District = 54% proficient 2021 State = 51% proficient 2021 Grade Four = 51% proficient (-8% from 2019) 2021 District = 58% proficient 2021 State = 53% proficient 2021 Spring i-Ready Math Diagnostic results, indicates 62% of SWD's achieved Typical Growth goals. However, only 22% of third grade SWDs and only 42% of fourth grade SWDs met Typical Growth goals highlighting existing achievement gaps. Science: Science achievement fell from 59% proficient in 2019 to only 49% proficient on the 2021 SSA, indicating a downward trend. Sherwood's SWD (14%) and Hispanic (33%) subgroups represented the greatest achievement gaps.
Measurable Outcome:	2022 ELA FSA: Sherwood overall student proficiency will increase from 62% to 65% proficient. Grade Three will increase from 54% to 60% proficient Grade Four will increase from 58% to 63% proficient 2022 Spring i-Ready Reading Diagnostic: Sherwood's SWDs will increase meeting their Typical Growth goals from 29% to 40% Students in K-6 will demonstrate 74% overall proficiency on Diagnostic 3 2022 Math FSA: Sherwood overall student proficiency will increase from 53% to 56% proficient Grade Three will increase from 33% to 43% proficient

Grade Four will increase from 51% to 53% proficient

2022 Spring i-Ready Math Diagnostic:
Third grade SWDs will increase meeting Typical Growth goals from 22% to 32%
Fourth grade SWDs will increase meeting Typical Growth goals from 42% to 52%
Students in K-6 will demonstrate 65% overall proficiency on Diagnostic 3

2022 Statewide Science Assessment (SSA)
Science proficiency will increase from 49% to 55% proficient

Monitoring:	Data Team meetings will meet monthly to disaggregate data regarding common assessments amongst grade levels, including the following: * i-Ready Diagnostic for Reading and Math (Fall, Winter, Spring) * i-Ready Standards Mastery Assessment as a formative tool to assess student mastery of standards and plan for re-teach standards as appropriate * Unit assessments from Benchmark Advance (K-5) and Savvas (6) * Eureka End of Mid Module and End of Module assessments * i-Ready prerequisite reports in Math after each Diagnostic to address achievement gaps * Science District Summative Assessments * Student work samples in reading, math and science * MTSS/RTI process * Observation, feedback and coaching cycles provided by leadership team members
Person responsible for monitoring outcome:	Sandra Marines (marines.sandra@brevardschools.org)
Evidence-based Strategy:	Weekly collaborative planning sessions with stakeholders will emphasize implementation of the B.E.S.T. standards/MAFS standards, review of ELA/Math daily lesson plans in congruence with District Pacing Guides, essential time stamping and accelerated learning strategies. Bi-weekly Data Team Meetings focus on progress monitoring and diagnosing academic needs for all ESSA subgroups. Implement BPS Elementary Leading and Learning Instructional Agreements 2021-2022 • Utilize scaffolding strategies to support ALL student's access to grade level work • Plan small group instruction, scaffold supports, interventions • Utilize i-Ready Instructional path, Diagnostics, and Standards Mastery to assess and plan for reteaching • Prioritize interventions/Master Schedule (Target Practice) Model the BPS Vision for Excellent Instruction • Engage students in the work of the lesson (thinking) • Create safe learning environments so students to take risks necessary to master content • Incorporate Academic Student Teams (Peer Tutoring) * Intentional teacher planning and PDD to facilitate learning and monitor data
Rationale for Evidence-based Strategy:	As a result of COVID-19 learning interruptions and e-learning, it is imperative to diagnose students' unfinished learning and provide accelerated learning opportunities. Accelerated learning requires that students consistently receive grade-level materials (complex text), tasks and rigorous assignments aligned to the standards, along with scaffolds that make the work accessible. The key to accelerating is determining the critical skills students are missing and providing scaffolds that will bridge gaps while teaching with precision. (TNTP

2020)

Academic Teaming improves the language and achievement of English learners and SWDs by pairing or grouping students to work on a task. The students may be grouped by age or ability, or the groups may be mixed. Many schools have achieved powerful results when students work in academic teams to tackle rigorous standards-based tasks. Unlike other group work structures, in Academic Teaming every member contributes to the group's success, developing essential social-emotional skills in the process.

Action Steps to Implement

1. Collaboratively plan with teachers to provide clarity with an emphasis on grade level standards
2. Train staff on utilization and pacing of the Enhanced Standards Focus documents.
3. Engage all students with Benchmark Advance (K-5) Savvas (6) ELA curriculum with fidelity.
4. Teachers accelerate learning: build knowledge and vocabulary, scaffold intentionally
5. Implement schoolwide intervention block (Target Practice) on the Master Schedule.
6. Monitor i-Ready student progress, usage and pass rates with fidelity in ELA and Math.
7. Target at-risk students for 21st Century Learning program (BAS) and ASP.
8. Interventionist's support literacy in K-3 utilizing Leveled Literacy Intervention. (T)
9. Utilize Flocabulary & REWARDS programs to increase multi-syllabic and vocabulary immersion. (T)
10. Substitutes for 3 full day planning sessions with teachers and leadership to include data analysis, strategic student grouping, and ensure alignment of grade level standards and tasks. (T)
11. Kagan engagement PDD for teachers. (T)

Person Responsible Sandra Marines (marines.sandra@brevardschools.org)

#2. Other specifically relating to Lowest 25th percentile ELA and Math

Area of Focus Description and Rationale:	Overall, Sherwood ELA learning gains dipped by 5% moving from students earing 67% Learning Gains in 2019 to only 62% Learning Gains in 2021. Sherwood's Lowest 25th Percentile demonstrated the greatest decline in Reading Learning Gains. In 2019, 50% of students in the Lowest 25th Percentile demonstrated Learning Gains in comparison to only 40% in 2021 (decreasing by 10%). During the Spring 2021 i-Ready Diagnostic, only 5% of students were placed as needing Tier 3 instruction. According to the Fall 2021 i-Ready Diagnostic, 17% of students placed as needing Tier 3 instruction and 44% indicated a need for Tier 2 instruction. This year, teachers are challenged with closing achievement gaps while accelerating learning for all students. Although Math has been a historical struggle for students at Sherwood, students in the Lowest 25th Percentile demonstrated impressive Learning Gains. In 2021, 65% of students in the Lowest 25th Percentile made a Learning Gain. This is an increase of 26% from 2019, in which only 39% of the Lowest 25th Percentile earned a Learning Gain in Math. Additional Area of Focus - Students with Disabilities (SWD) Subgroups Federal Index -Students With Disabilities =28%
Measurable Outcome:	ELA Lowest 25th Percentile will increase Learning Gains from 40% to 50% Learning Gains on the 2021-2022 ELA FSA. Math Lowest 25th Percentile will increase Learning Gains from 65% proficient to 67% Learning Gains on the 2021-2022 Math FSA. Increase Federal Index for Students with Disabilities (SWD) to 41%.
Monitoring:	Data Team Meetings will be held bi-weekly to disaggregate ELA and Math data, dig deeper through item analysis, and utilize prerequisite math reports from i-Ready to diagnose essential missed learning. ESSA subgroups will be monitored by teachers and leadership team members. * i-Ready Diagnostic for Reading and Math * i-Ready Standards Mastery Assessments for ELA (grades 3-6) * Unit assessments from Benchmark Advance (K-5)/Savvas curriculum (6th). * Eureka End Mid-Module and End of Module assessments * MTSS/RTI process (heavy focus on SWDs) * BPIE inclusive practices (self-assessment monitoring and commitment to support SWDs in the general education classroom (least-restrictive environment) with accelerated learning and scaffolding strategies * Observation, feedback and coaching cycles provided by leadership team members
Person responsible for monitoring outcome:	Jessica Olesnevich (olesnevich.jessica@brevardschools.org)
Evidence-based Strategy:	Collaborative Planning Weekly collaborative planning sessions with stakeholders will emphasize implementation of the B.E.S.T. standards/MAFS standards, review of ELA/Math daily lesson plans in congruence with District Pacing Guides, time stamping and accelerated learning strategies.

Bi-weekly Data Team Meetings focus on progress monitoring and diagnosing academic needs for all ESSA subgroups through the MTSS process.

Implement BPS Elementary Leading and Learning Instructional Agreements 2021-2022
• Utilize scaffolding strategies to support ALL student's access to grade level work
• Plan small group instruction, scaffold supports, interventions
• Utilize i-Ready Instructional path, Diagnostics, and prerequisite reports to assess and plan for reteaching
• Prioritize interventions/Master Schedule (i-Ready Labs)

Model the BPS Vision for Excellent Instruction
• Engage students in the work of the lesson (thinking/writing)
• Implement Flocabulary and Zearn learning platforms to support scaffolding standards
• Incorporate Academic Student Teams (Peer Tutoring)
* Intentional teacher planning and PDD to facilitate accelerated learning and monitor student data

Rationale for Evidence-based Strategy:	SWDs and the Lowest 25th Percentile were not immersed in ELA curriculum aligned to grade level standards, missing opportunities to engage with complex text and rigorous tasks. Students were not expected to experience the productive struggle necessary to prepare them for engaging in rigorous thinking and writing tasks. Through accelerated learning strategies (scaffolding, building knowledge and vocabulary), students will gain an in-depth understanding of the subject matter, including the academic vocabulary associated with the topic. Additionally, teachers struggled to understand how to diagnose unfinished learning and did not disaggregate data specifically related to ESSA subgroups. Ongoing progress monitoring and data analysis is the key to uncovering areas of student need and offering "just in time" supports Sherwood teachers will need to continue SIP strategies from 2020-2021 and focus on accelerated learning opportunities in an effort to continue increasing student proficiency and Learning Gains in both ELA and Math.

Action Steps to Implement

1. Prioritize interventions using a schoolwide intervention block (Target Practice)
2. Monitor i-Ready student progress: examine historical pathways, usage and passing rates.
3. Disaggregate Lowest 25th percentile students' data collaboratively (item analysis level and diagnose unfinished learning).
4. Develop i-Ready Labs (Activity Blocks) to provide additional support to the Lowest 25th Percentile students
5. Assign school-based Champions (instructional leaders) to collaborate with teachers, monitor MTSS and ensure intervention services are provided with fidelity.
6. Target at-risk students for 21st Century Learning program (BAS) and ASP (tutoring).
7. Interventionist's support literacy in K-3 utilizing Leveled Literacy Intervention. (T)
8. Utilize the Flocabulary platform to build vocabulary through immersion in a multimedia resource. (T)
9. Engage teachers in 2 hour PD sessions after school (total of 16 paid hours per teacher) to collaborate with
the Literacy Coach and school leaders to study grade level standards, preview vocabulary and determine necessary scaffolding. (T)

Person Responsible	Jessica Olesnevich (olesnevich.jessica@brevardschools.org)

Action Steps to Increase overall Federal Index for Students with Disabilities
1. Monitor ESSA SWD and (student progress) at Teacher Data Team Meetings.
2. Assign a mentor to each student as a Champion who will check-in (conference) bi-weekly.
3. Provide specific interventions, scaffolding and strategies to increase vocabulary acquisition (academic) through research-based programs: LLI, i-Ready prerequisite reports/lessons, REWARDS, Flocabulary, Penda Science) (T)
4. Add additional activity block rotations with new labs to include extra support in Math/Science

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Social emotional wellness is the foundation on which children develop and learn. Students who receive support for social emotional learning in schools do better academically, socially, and behaviorally. Due to the foundational support of this cornerstone to academic success, a specific objective in the BPS Strategic Plan 20-25 is dedicated that address this directly (Objective A3: Provide equitable supports in a safe learning environment for every student's social, emotional, and behavioral development). Sherwood stakeholders believe it is imperative to focus on providing equitable supports by prioritizing the social emotional and mental health wellbeing for all. Students will require carefully structured opportunities to re-acclimate to school routines. Educators will need to utilize approaches welcoming students back and promoting a sense of safety, calm, and belonging. During the 20-21 school year, students were impacted by hybrid learning and quarantines. This disconnect to our school culture and community may effect a student's sense of belonging and therefore can affect a student's performance. Students benefit from positive relationships with trusted adults, which can take time and skill to develop. Teachers often need to develop skills to strengthen their interactions with all students. Family engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment. Students whose parents were involved in school during their elementary years experienced lower rates of high school dropout, were more likely to complete high school on time, and had higher grades.
Measurable Outcome:	Increase results on Youth Truth Survey in the areas of Belonging and Academic Challenge survey results (+15%) Maintain or decrease the same number of discipline referrals for the school year 2021-2022 (47 total) Utilize the SEL Self-assessment profile to score in the implementation phase (total score of 13 out of 21)
Monitoring:	Monthly PBIS Meetings (PBIS Committee) Annual comprehensive self-assessment of social emotional learning (Principal)
Person responsible for monitoring outcome:	Anita Winslow (winslow.anita@brevardschools.org)
Evidence-based Strategy:	Stakeholders will focus on fostering school belonging and academic challenge. Our plan is to promote belonging to our Sherwood Family by encouraging participation in activities including rocketry club, Drama Club, Strings, and Family Fun Events. Sherwood will utilize Title I funds to host a Literacy Night, Math Night, and STEAM Night focused on increasing academic parent and family engagement. (T) All students will receive explicit SEL lessons weekly utilizing curriculum including Sanford Harmony, How Does Your Engine Run?, Life Skills and Zones of Regulation. Students in need will receive supplemental instruction in small group utilizing SEL Curriculum (Tier 2).

	Teachers will continue to teach school wide PBIS expectations and implement principals of Conscious Discipline into their classrooms.
Rationale for Evidence-based Strategy:	Students who receive support for social emotional learning in schools do better academically. They need to feel safe and belong to a family to do better academically, socially, and behaviorally.
	By implementing Social Emotional Learning/character education and teaching school wide expectations, we will see an increase in student achievement and social emotional development.

Action Steps to Implement

1. PDD on PBIS program and implementation (resources/procedures/incentives).
2. Implement explicit SEL Lessons (30 minutes weekly).
3. Utilize Trauma Informed Classroom Strategies.
4. PDD for Conscious Discipline (Year 2).
5. Develop and implement tiered interventions for students who need additional assistance with SEL.
6. Complete PDD on "Effective Approaches to SEL" and "Making the Case for SEL" through BPS.
7. Intentionally promote adult-student relationships and a sense of belonging (use check-in and check out systems with mentoring/leadership opportunities for students).
8. Partner with Eastern Florida State College and Florida Future Educators of America to increase STEAM school-based projects (learning) and parent engagement as students learn to build and launch rockets.
9. Offer Rocket Club for intermediate students. (T)
10. Host Title I events to increase parent engagement in academics and student progress: Math, Literacy, Technology, and Science Nights. (T)
11. Purchase materials and supplies to support family engagement activities. (T)

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Sherwood Elementary School ranked #350 out of 1,395 elementary schools statewide. The school ranked #15 out of 56 elementary schools in Brevard County. Sherwood reported 0.2 incidents per 100 students which is less than the statewide elementary school rate of 1.0 incidents per 100 students. During the 2019-2020 academic year, Sherwood's total number of suspensions were extremely low with only 13 In-School Suspension (ISS) reported. Referrals decreased by 53% during the 2020-2021 academic year (from 88 to 47). Sherwood's County ranking is #16. Sherwood attributes minimal suspension rates to the impacts of our Positive Behavior Interventions and Support Program (PBIS) and new implementation of Conscious Discipline and Trauma Informed Classroom trainings. Our priority is providing all stakeholders with a safe, welcoming, and inclusive school learning environment. Positive school culture reflects values of trust, respect, and high expectations. Sherwood's school culture and environment is monitored annually through student, parent, community, and teacher input and surveys. Sherwood's behavior and discipline data is tracked in the PBIS data bank and AS400 systems. The primary area of concern (low) is reducing student disruptions and peer disagreements in school. Therefore, Sherwood will continue with professional development based on explicit Social Emotional Learning and Character education during this school year.

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.

Sherwood is committed to providing equitable supports in a safe learning environment for every student's social, emotional, and behavioral development in accordance with the BPS Strategic Plan (Objective A3).

Sherwood is a Positive Behavior Interventions and Support (PBIS) school. Sherwood Elementary earned the recognition as a "2020-2021 Resilient FL PBIS Model School" school. This is based on meeting all criteria and decreasing the number of ODRs, (Office Discipline Referrals). Sherwood reduced the total number of school-wide referrals from 88 in 20190-2020 to 47 in 2020-2021 (a decrease of 53%). All stakeholders continue to support the PBIS expectations and encourage students to: Stay on Task, Target Success, have a Positive Attitude, demonstrate Respect/Responsibility, and be Safe (STARS).

Classroom teachers instruct students on explicit SEL skills using Sanford Harmony lessons daily. 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. Any student(s) who exhibit signs of social emotional stress are referred to the School Counselor.

In addition, Sherwood is in Year 2 of our Conscious Discipline schoolwide implementation. Conscious Discipline is an evidence based SEL program that has demonstrated statistically significant positive impacts on student behavioral outcomes and/or academic achievement. Sherwood will embed Conscious Discipline skills and principles into our monthly school-based professional development. It is our goal to give teachers the tools and strategies to support the emotional and behavioral needs of all students.

In January 2021, Sherwood participated in the Youth Truth Survey. This survey illustrates how students feel about their school experiences as it relates to a respectful classroom environment. It targeted student engagement, academic rigor, relationships, culture, and instructional methods. Compared to other participating elementary schools, Sherwood Elementary's highest rated themes were relationships (2.79 out of 3, the 87th percentile) and engagement (2.88 out of 3, the 87th percentile). The lowest rated theme was belonging (2.39 out of 3, the 6th percentile), measuring the degree students feel welcomed at their school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Building and maintaining relationships with our stakeholders is an important part of establishing a caring and inviting school culture. Our stakeholders include our parents, students, staff and faulty, community members, and business partners.

We encourage all stakeholders to attend Title I family engagement events (virtual or in person), participate in school meetings (such as PTO and SAC), and provide input to help support student academic and social-emotional learning needs.