Sherwood Elementary School

2022-23 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: 7/13/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (57%) 2018-19: B (57%) 2017-18: B (55%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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	Instructional 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

Wednesday 7/13/2022, Sandra Marines K

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

6

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

458

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	52	56	47	69	50	51	58	0	0	0	0	0	0	383
Attendance below 90 percent	1	10	7	5	5	9	10	0	0	0	0	0	0	47
One or more suspensions	1	2	1	3	2	1	3	0	0	0	0	0	0	13
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 2022 statewide FSA ELA assessment	0	0	0	2	7	15	8	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	10	19	16	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	11	2	5	3	1	5	0	0	0	0	0	0	27

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	1	9	12	9	0	0	0	0	0	0	31

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	5	1	3	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 8/26/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	61%	56%				69%	62%	57%
ELA Learning Gains	61%						67%	60%	58%
ELA Lowest 25th Percentile	55%						50%	57%	53%
Math Achievement	61%	49%	50%				56%	63%	63%
Math Learning Gains	68%						60%	65%	62%
Math Lowest 25th Percentile	53%						39%	53%	51%
Science Achievement	47%	60%	59%				59%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	71%	61%	10%	58%	13%
Cohort Comparison		-67%				
05	2022					
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-71%				
06	2022					
	2019	72%	60%	12%	54%	18%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	61%	-8%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	59%	64%	-5%	64%	-5%
Cohort Comparison		-53%				
05	2022					
	2019	42%	60%	-18%	60%	-18%
Cohort Comparison		-59%				
06	2022					
	2019	64%	67%	-3%	55%	9%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	56%	-3%	53%	0%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-53%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	45	41	30	43	15	15				
ELL	57	42		71	83						
BLK	44			44							
HSP	44	61		59	71		33				
MUL	33	43		60	62						
WHT	66	65	67	64	68	50	56				
FRL	52	57	52	57	62	48	39				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
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	402
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54

Hispanic Students	
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	50
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	62
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 ELA achievement on the FSA ELA fell from 62% to 57% (-5%), reflecting a downward trend in Sherwood's ELA performance since 2019 (69%). Sherwood's lowest performing grade levels were Grades Three and Four. Despite declining scores, the Lowest 25th Percentile of students increased on the 2022 FSA ELA from 40% in 2021 to 55% in 2022 (+15%).

According to the 2022 Spring i-Ready Assessment, 55% of students (K-6) placed at or above the 50th percentile. The grade levels showing the lowest proficiency are Kindergarten (43%), Grade One (45%), Grade Three (54%), Grade Four (52%), and Grade Five (55%).

Math achievement evidenced by the 2022 FSA increased from 53% in 2021 to 61% (+8%) with the highest gains in Grade Three with 58% up from 33% in 2021 (+15%) and Grade Six in which 84% of

students scored proficient in 2022, an increase from 63% in 2021 (+21%). This aligns with i-Ready Math Spring 2022 results which show that 50% of Third Graders and 76% of Sixth Graders were at or above the 50th percentile in math.

Science continues to trend downward as evidenced by the 2022 SSA with only 47% of Grade Five students scoring proficiently (-2% from 2021). In 2018, 66% of Sherwood students scored proficient in Science and each year since there has been a decline. Science SSA scores have been greater than or equal to the Statewide average since 2019 until the 2022, in which the school score is 1% lower than the state average (48%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on FSA and i-Ready data, the greatest need for improvement is ELA Achievement. On the 2022 ELA FSA, only 31% of Students with Disabilities scored proficient, which is below the Federal Index. Although this is an increase from 2021 in which 17% of Students with Disabilities scored proficient (+14%), Students with Disabilities will continue to be a focus for Sherwood Elementary.

In previous years, math achievement was the most significant area in need of improvement. Math achievement as evidenced by the 2022 FSA increased by 8 points (from 53% to 61%) and math Learning Gains were 68% in 2022 (+3%); however, the Lowest 25th Percentile demonstrated the greatest decline in math achievement. Only 53% of students in the Lowest 25th Percentile were proficient in 2022, compared to 65% in 2021 (-12%). The Students with Disabilities subgroup continues to demonstrate a need for math achievement, as only 30% of SWD's scored proficiently (+2%) and Math Learning Gains decreased to 43% (-7%).

According to the 2022 Spring I-Ready Assessment, only 39% of students in Kindergarten-Grade Two scored at or above the 50th percentile. In the Intermediate grades, Fourth Grade demonstrated the greatest need for improvement as only 28% of students scored at the 50th percentile or above.

Science Achievement as evidenced by the 2022 highlights a continued need for focus on science achievement. Only 47% of Fifth Grade students scored proficient on the 2022 SSA (-2%), and only 15% of students in the SWD subgroup scored proficiently.

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

Multiple factors contributed to the need for improvement including:
* Long-term effects of unfinished learning in March 2020, especially in younger students
* Increased level of absenteeism: average daily attendance fell from 93% in 20-21 to 78.8% in 21-22
* Adoption of Benchmark Advance (K-5) and SAVVAS (Grade 6) and adhering to District Pacing Guides
* Teacher unfamiliarity with the new B.E.S.T. Standards in ELA
* Learning gaps between the Florida State Standards and the B.E.S.T. Standards
* Insufficient dedication to collaborative grade level planning
* Long term effect of inconsistent standards based science instruction and pacing
* Students experienced a lack of engagement and sense of belonging (2022 Youth Truth Survey)
* 28% of teachers indicated students can master grade level standards by the end of the year (2022 Insight Survey)

Actions needed in order to address areas of improvement:
* Teachers will implement Benchmark Advance (K-5) and SAVVAS (Grade 6) ELA curriculum and adhere to
District Pacing and Instructional Agreements
* ESE Services provided through Support Facilitation

* Add Science Lab on the activity wheel for 4th-5th Grades
* Teachers will use formative/summative science assessments to monitor student progress
* Teachers will participate in collaborative full day planning sessions focused on B.E.S.T. Standards in ELA/Math
and Core Components of PreK-5 Literacy Instruction and vocabulary acquisition (TI)
* Teacher will participate in coaching/feedback sessions that model "what effective teaching looks like" and
strategies to increase student engagement with "Visit, Observe, Reflect and Plan" sessions in exemplar classrooms (TI)

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the 2022 FSA, Sherwood's data component showing the most improvement was Grade Six Math. In 2021, only 63% of Sixth Grade students were proficient as compared to 84% in 2022 (+18%). In this same cohort of students, only 62% of Fifth Graders in 2021 were proficient. Math achievement overall increased to 61% from 56% in 2021 (+8%). Multiple subgroups increased math proficiency from the 2021 Math FSA including Free and Reduced Lunch Students (+10%), White Students (+7%), Hispanic Students (+15%), English Language Learners (+13%), Multi-Racial Students (+10%), Black Students (+11%) and SWD's (+2%).

In accordance with 2022 FSA Math Results, based on the 2022 Spring i-Ready Diagnostic Results, 65% of students scored on grade level as compared to 59% of students in 2021 (+6%).

Another data component which showed significant improvement was the Lowest 25th Percentile in ELA. Overall, Students in the Lowest 25th Percentile in Grades 3 though 6 increased proficiency from 40% in 2021 to 55% in 2022.

The most significant gains are noted with the Students with Disabilities Subgroup, in which students increased from 17% proficient to 31% proficient in ELA (+14%); Learning Gains increased from 25% to 45% (+20%); and SWD Lowest 25% Percentile increased from 20% to 41% (+21%).

In addition, Free and Reduced Lunch Subgroup students from the Lowest 25th Percentile increased from 40% to 52% (+12%).

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

The improved scores for Sixth Grade Math on the 2022 FSA can be attributed to multiple factors. The Sixth Grade Math teacher provided extra tutoring before school and after school in ASP for students in need of extra help. In addition, Sixth Grade students were provided a targeted intervention in math when they showed deficiencies.

Teachers shared their successes with teaching the Eureka curriculum in congruence to accelerated learning with Zearn which also helped increase the math achievement for Sherwood students. Each grade level had one day of "math lab" on their activity schedule in which they worked on I-Ready math. Grade level champions were assigned to each grade level and they assisted in checking in with students and setting weekly goals for i-Ready.

A school-wide intervention "Target" block utilized the 95% Group and Rewards intervention programs to increase learning gains for the lowest 25th percentile of students. In addition, students in First and Second Grade were serviced with Leveled Literacy Intervention (LLI) by the Title I Coordinator and IA (TI).

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

The key to acceleration 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 challenge each other's thinking based on text evidence.

*Implement BPS Elementary Leading and Learning Instructional Agreements 2022-2023

*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.

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

As a Universal Level R.A.I.S.E. school, the Literacy Leadership Team will attend webinars in order to improve ELA practices and ensure that classrooms are aligned to the BEST standards. We will provide ongoing support to teachers utilizing the FLDOE Literacy Instruction Practice Profile.

In the 2022-2023 school year, Sherwood Elementary will be an anchor school for Conscious Discipline in which all teachers are provided ongoing professional development. Conscious Discipline is a trauma-informed, adult-first methodology that integrates SEL, school culture and discipline in order to create collaborative learning communities. According to their website, "Conscious Discipline strategies and structures transform school culture into a safe haven of cooperation, constructive problem solving and academic success."

In addition, a group of 11 teachers were invited to attend Kagan Cooperative Learning Day 1 training during the summer of 2022 to increase cooperative learning and provide structures for increased student engagement. Teachers who are Kagan trained will be working together as a professional learning

community to share strategies and structures with Sherwood staff during faculty meetings and schoolwide PD.

A team of teachers and leadership will participate in PD at the Ron Clark Academy (RCA) Experience to learn research-based teaching methods to increase engagement, ensure academic rigor, and create a climate and culture that leads to success. Implement the "House System" to build a connected and engaged school family. (TI)

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 adopted ELA curriculum, daily plans, and lesson time stamping.

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

*Provide updated materials and resources to teachers ensuring ready access to Enhanced Standards Focus documents, District Pacing Guides, Grade Level Standards, and Curriculum.

*Consistent progress monitoring to address individual student learning needs

*Monthly Data Team meetings to diagnose essential learning needs (skill deficits and achievement gaps).

*Utilize 2020 CARES Act., 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 foundational skills, multisyllabic routines, 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. (TI)

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

*Utilize Title I funds to hire a part-time teacher to work with students in the Lowest 25th Percentile in ELA (TI)

*Support data analysis and grade level planning with the new BEST Standards for Math

*Science Lab on the activity wheel for 4th and 5th grade and assessment integration and monitoring in science for all grade levels

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Math: 2022 Math FSA Achievement increased to 61% overall from 53% in 2021 (+8%) with the highest gains in grade 3 and grade 6; however, proficiency for the Lowest 25th Percentile of students decreased to 53% in 2022 from 65% in 2021 (-12%). 2022 Grade Four = 52% proficient (-8%) 2022 District = 60% 2022 State = 61% Science: 2022 Grade Five = 47% proficient (-1%) 2022 District = 58% 2022 State = 48%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	2023 STAR Math Assessment (Grades K-2) *76% of students in Kindergarten-Grade 2 scored at or above the benchmark scale score on PM1 Kindergarten = 65% First Grade = 76% Second Grade = 87% Goal: 86% of students in Kindergarten-Grade 2 will score at or above the benchmark scale score on the end of the year STAR Math Assessment (PM3) 2023 FAST Math Assessment (Grades 3-6) *21% of students in Grades 3-6 scored proficiently on PM1 Third Grade = 13% Fourth Grade = 12% Fifth Grade = 26% Sixth Grade = 33% Goal: *63% of students in Grades 3-6 will score proficiently on the end of the year FAST Math Assessment (PM3) (FSA equivalent linked score of proficiency) 2023 Statewide Science Assessment (SSA) *Science proficiency will increase from 47% to 50% proficient
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data Team meetings will meet monthly to disaggregate data regarding common assessments amongst grade levels, and teachers will utilize the following: * PM1 and PM2 of the STAR Math Assessments (Grades K-2) * PM1 and PM2 of the FAST Math Assessments (Grades 3-6) * Unit assessments from ReVeal (K-5) and EdGems (Grade 6) * iReady Diagnostic reports D2 and D3, Instructional Grouping reports, intervention data, and instructional pathways to target individual student needs and mathematical skills * Science Formative and Summative Assessments (K-6) * PENDA Science reports and instructional groupings * Continued support through the MTSS/RTI process * Teachers will participate in coaching/feedback cycles focused on Math and Science

	Standards, instructional practices, vocabulary, and hands-on learning opportunities.
Person responsible for monitoring outcome:	Jessica Olesnevich (olesnevich.jessica@brevardschools.org)
	Weekly collaborative planning sessions with stakeholders will emphasize implementation of the B.E.S.T. Standards for math and a review lesson plans in congruence with District Pacing Guides. Data Team Meetings focus on progress monitoring and diagnosing academic needs for all ESSA subgroups.
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement BPS Elementary Leading and Learning Instructional Agreements 2022-2023 • Teacher clarity and emphasis on B.E.S.T. Standards • Utilize explicit instruction and scaffolding strategies to support all students' access to grade level work • Emphasize student thinking and risk taking • Utilize FAST and iReady Diagnostics to determine student progress and plan for intervention • Prioritize interventions/Master Schedule (Target Practice) Model the BPS Vision for Excellent Instruction • Engage students in the work of the lesson (thinking) • Increase student engagement using Kagan Cooperative Learning Strategies and Academic Teaming * Intentional teacher planning and PDD to facilitate learning and monitor data * Ongoing progress monitoring and data analysis
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	As a result of COVID-19 learning interruptions, declining daily attendance, and student disengagement, it is imperative to diagnose students' unfinished learning, provide accelerated learning opportunities, and engaging learning activities. Accelerated learning requires that students consistently receive grade-level materials (complex text), tasks and rigorous assignments aligned to the standards, along with explicit instruction and scaffolds that make the work accessible. The key to accelerating is determining the critical skills students are missing and providing explicit instruction and scaffolds that will bridge gaps while teaching with precision.(TNTP) Academic Teaming improves the language and achievement of English learners and SWDs by pairing or grouping students to work on a task. 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Sherwood's Overall Federal Index for 2021 -2022 is 57%. The points earned for each component are added together and divided by the total number of available points to determine the Federal Index. The Federal Index "Target" is 41% or above. Overall, both ESSA subgroups, Students with Disabilities and Multi-Racial students, fell below the Federal Index of 41%. In reading, multi-Racial students faced the greatest drop in proficiency at 33% (-17%). ESSA Subgroups performance on the 2021-2022 FSA ELA Assessment White: 66% (0) Black/African American: 44% (-6%) Hispanic: 44% (-10%) Multi-Racial: 33% (-17%) Students with Disabilities: 31% (+14) English Language Learners: 57% (-11) Free and Reduced Lunches: 52% (-6) ESSA Subgroups performance on the 2021-2022 FSA Math Assessment White: 64% (+7%) Black/African American: 44% (+11%) Hispanic: 59% (+15%) Multi-Racial: 60% (+10%) Students with Disabilities: 30% (+2) English Language Learners: 71% (+13%) Free and Reduced Lunches: 57% (+10%) Although Students with Disabilities have not met the Federal Index target, this subgroup grew by 14% proficiency in ELA and 2% in Math. The Lowest 25% subgroup demonstrated increases in ELA proficiency at 55% (+15%). Sherwood's Overall proficiency increased in Math from 53% to 61% on the FSA assessment. All ESSA subgroups demonstrated increases in Mathematical proficiency. However, students in the Lowest 25% demonstrated a decline from 65% proficiency to 53% (-12%).
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase proficiency for both ESSA subgroups, Students with Disabilities and Multi-Racial students who continue to fall below the Federal Index of 41%. Increase Federal Index for Students with Disabilities (SWD) and Multi-Racial students to 41% in both reading and math as measured by the FAST PM3 (end-of year) assessment. Math Lowest 25% will increase proficiency from 53% to 65% as measured by the FAST PM3 (end-of year) assessment.
Monitoring: **Describe how this Area of Focus will be monitored for**	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 (Winter and Spring) * Star Early Literacy, Star Reading, Star Math Assessments (K-2) * FAST ELA and Math Assessments (3-6) PM1 and PM2

the desired outcome.	* Unit assessments from Benchmark Advance (K-5), Savvas (6), Reveal (K-5) and EdGems (6) * MTSS/RTI process * Teachers will dig deeper through item analysis and utilize prerequisite math reports to diagnose essential missed learning. * ESSA subgroups will be monitored by teachers and leadership team members * Observation, feedback and coaching cycles provided by leadership team members
Person responsible for monitoring outcome:	Jessica Olesnevich (olesnevich.jessica@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	One of the core components of the Florida Practice Profile, Scaffolded instruction is "the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning" (Dickson, Chard, & Simmons, 1993, p. 12). When scaffolding is used correctly, the teacher provides intentional support matched to the learner's need, offering a gradual release of ownership of learning to the student until they are able to perform the task independently. Administration and the literacy leadership team will conduct walkthroughs and provide feedback using the School Leader's Literacy Walkthrough Tool.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	SWD's missed opportunities to engage with complex text and rigorous tasks aligned to grade level standards in the ELA curriculum. Students were not expected to experience the productive struggle necessary to prepare them to engage in rigorous thinking and writing tasks. Through accelerated learning strategies such as scaffolding, building knowledge, and vocabulary, students will gain an in-depth understanding of the subject matter including the academic vocabulary associated with the topic. As a result of the 2022 BPIE, the Sherwood Team identified Indicator #28 (uses a variety of processes and tools to involve family members of students with and without disabilities in district wide decision-making and planning processes) as an opportunity for growth in supporting our Students with Disabilities. Additionally, teachers struggled to understand how to disaggregate data specifically related to ESSA subgroups and plan lessons to a depth that provides in-depth understanding of the grade level standards.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*Prioritize the schoolwide Master Schedule around ESE services and ESSA subgroup student needs, including a schoolwide intervention block (Target Practice).
*ESE teachers will follow the Support Facilitation model while ensuring students are engaged with grade-level
standards, complex text and tasks.
*Accelerated learning, explicit teaching, and scaffolds will be top priorities in all classrooms.
*Monitor i-Ready student progress: examine historical pathways, usage and passing rates.
*Strategically group students to maximize effectiveness and utilization of highly qualified interventionist.
*Progress monitor student growth and adjust support accordingly (MTSS/IPST)
*Use assessments and resources as identified on the Decision Tree to support intervention

*Disaggregate ESSA subgroup data collaboratively (item analysis level and diagnose unfinished learning).
*Teachers will provide academic support and tutoring scheduled before and after school targeting ESSA subgroups. (ASP)
*Teachers will engage in conversations about roles and responsibilities in regards to the learning and grading
of ESE students and appropriate accommodations.

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

#3. Positive Culture and Environment specifically relating to Conscious Discipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 Youth Truth Survey, the lowest rated themes by students were culture and engagement. The lowest rated question within the themes was, "Does your class stay busy and not waste time? (which is in the Culture theme). This year, Sherwood became an Anchor School for Conscious Discipline. Conscious Discipline provides a comprehensive, trauma-informed social emotional program that is based on current brain research, child development information and developmentally appropriate practices. All aspects of Conscious Discipline focus on creating a safe, connected environment for children to learn and practice the skills needed for healthy social, emotional and academic development. Research shows that Conscious Discipline creates a positive environment in the school by decreasing aggression, impulsivity and hyperactivity. Conscious Discipline has been shown to decrease discipline referrals in schools while increasing teaching time and academic achievement. In addition, Conscious Discipline improves the social emotional skills of both students and teachers, student academic readiness and achievement as well as school climate. According to CASEL, "teachers implementing and receiving training on the Conscious Discipline program showed improvement in their teaching practices. More specifically, in comparison to the control group, Conscious Discipline-implementing teachers demonstrated significantly greater: self-reported personal SEL skills development and use of positive classroom structures, rituals, and routines; observer-reported use of positive discipline strategies; and both observer- and self-reported positive emotional climate." Conscious Discipline will give teachers the tools to build positive relationships with students and strategies to regulate their own feelings to address and support the needs of our students struggling with appropriate emotional or behavioral communication, thus improving school culture and student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	On the 2023 Youth Truth Survey, the average Culture Summary Measure will improve from 1.89 to 2.40 (+1.51) based on student ratings (grades 3-6).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	* Monthly PLCs reviewing walk-through and discipline data * Survey data including Youth Truth and parent feedback will be analyzed * Conscious Discipline Action Team (CDAT) will meet virtually and as a PLC to plan for schoolwide implementation
Person responsible for monitoring outcome:	Sandra Marines (marines.sandra@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	*Monthly faculty PLCs are focused on learning and implementing Conscious Discipline strategies. *Conscious Discipline training for District-Wide PDD for all faculty and instructional staff *Morning Meeting built into the master schedule to build positive school culture and classroom family *Administration will model, observe, monitor, and provide feedback as needed.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As a year one anchor school, Sherwood Elementary will implement Conscious Discipline in order to improve the school culture and student achievement. As a school we will commit to learning about the Brain State Model which empowers us to shift from internal states first and behavior second. We will learn to recognize the Seven Powers for Conscious Adults which possess the ability to self-regulate. We will work on building a School Family and model the Seven Skills of Discipline into our environment.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*Teachers and all instructional staff will attend Conscious Discipline Training during District Professional Development Days in August 2022 and February 2023.
*The Conscious Discipline Action Team (CDAT) will meet monthly for training related to Conscious Discipline.
*CDAT teachers will collaborate and attend virtual meetings with the CD coach and and share new structures
with teachers and staff members

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Sherwood teachers need to strengthen Tier 1 ELA instruction, implementing explicit and systematic classroom instruction to accelerate student learning. Through increased development and full day planning sessions, teachers will learn about the the K-12 Comprehensive Evidence-Based Reading Plan and the Science of Reading with a focus on the core components of explicit instruction and scaffolded instruction. Teachers will participate in regular collaborative planning sessions which have a clear structure and focus on B.E.S.T Standards, alignment of benchmarks, resources, student tasks, assessments, and transfer to quality instruction.

On the STAR Early Literacy Assessment PM1:
Kindergarten = 53% of students scored at/above the benchmark
First Grade = 45% of students scored at/above the benchmark

On the STAR Reading Assessment PM1:
Second Grade = 65% of students scored at/above the benchmark

i-Ready Diagnostic 3 data from 21-22 shows that 49% of students in grades K-2 are not on track to score on grade level or above on the statewide ELA assessment.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

ELA achievement has been on a downward trend over the past years. With the adoption of B.E.S.T. Standards in ELA and implementation of new Core Curriculum, achievement continued to suffer as evidenced on the 2022 FSA. Through observations and feedback, many teachers found it hard to implement engaging teaching strategies in 21-22. In addition, many students required Tiered Interventions in reading.

Sherwood teachers need to strengthen Tier 1 ELA instruction, implementing explicit and systematic classroom instruction to accelerate student learning. Through increased development and full day planning sessions, teachers will learn about the the K-12 Comprehensive Evidence-Based Reading Plan and the Science of Reading with a focus on the core components of explicit instruction and scaffolded instruction. Teachers will participate in regular collaborative planning sessions which have a clear structure and focus on B.E.S.T Standards, alignment of benchmarks, resources, student tasks, assessments, and transfer to quality instruction.

The 2022 ELA FSA revealed that 57% of students in grades 3-6 earned a level 3 or above, a decrease of 5% from the 2021 assessment.

2022 Grade Three = 49% proficient (-9% from 2021)
2022 District = 58% proficient
2022 State = 53% proficient

2022 Grade Four = 50% proficient (-10% from 2021)
2022 District = 60%
2022 State = 53%

On the FSA Grades 3-6, only 31% of Students with Disabilities scored proficient, which is below the Federal Index (a 14 point increase from 2021 in which 17% of Students with Disabilities scored proficient). Despite declining ELA scores, the Lowest 25% of students increased on the 2022 FSA ELA from 40% in 2021 to 55% in 2022 (+15%).

On the FAST ELA Assessment PM1, the percentage of students scoring proficiently are as follows:
Third Grade = 41%
Fourth Grade = 17%
Fifth Grade = 20%
Sixth Grade = 25%

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Students in K-2 will increase from 54% of students scoring at/above the benchmark on PM1 to 64% of students scoring at/above the benchmark on PM3.

Grades 3-5: Measureable Outcome(s)

By the Spring 2023 FAST, literacy achievement will increase from 26% on PM1 to 60% on PM3.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Teachers will utilize the following sources to disaggregate and analyze data, planning for instruction, including;
* STAR Early Literacy and STAR Reading Assessments PM 1 and PM 2 (Grades K-2)
* FAST ELA Assessment PM 1 and PM 2 (Grades 3-6)
* i-Ready ELA D1 and D2
* Walkthrough data utilizing the R.A.I.S.E. Literacy Walkthrough Overview (along with feedback from the

Literacy
Leadership Team)
* Required Unit Assessments from Benchmark Advance and Savvas
* Ongoing progress monitoring from targeted intervention groups based on the District Decision Trees

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Marines, Sandra, marines.sandra@brevardschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

* Explicit instruction
- Introduces, models and demonstrates new content, concept, or skill clearly and directly
- Provides visual/auditory examples
- Frequent opportunities for guided and independent practice

* Scaffolded instruction
- Intentional, temporary, support with gradual release
- Open-ended questions, prompts/cues, breaking down into smaller steps, visual aids, examples and/or encouragement

* Lexia (Strong evidence)
- Aligns with PA, Phonics, Fluency BEST Standards
- Systematic and structured approach to six critical areas of reading

* 95% Group (Strong evidence)
- Aligns with B.E.S.T. Standards and the Foundational Benchmarks under PA
- Instructional materials and processes geared towards struggling readers and permits teachers to begin instruction at student's lowest skill deficit, with a focus on PA and Phonics

-Corrective Feedback-opportunities for self-correction.

-i-Ready (Promising evidence)
Universal screener with formative data used to differentiate instruction and start data conversations
Rigorous/motivating reading instruction with scaffolding and personalized pathways with precise instruction

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target population as they are:
* B.E.S.T. Standards Aligned
* Aligned with the Brevard K-12 Comprehensive Evidence-Based Reading Plan
* Meet Florida's definition of evidence-based
* Systematic and/or Explicit
* Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness
and Phonics
* Maximize time for PD by infusing small chunks during grade level data and planning sessions

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
*The Literacy Leadership Team will conduct classroom walk-throughs utilizing the R.A.I.S.E. Literacy Walkthrough Overviews and provide specific feedback to teachers. *Teachers will participate in a full-day professional development and planning opportunity with their grade level team to include: information about and examples of the Science of Reading and the Core Components of the Florida Practice Profile (Explicit Instruction, Systematic Instruction, Scaffolded Instruction, Corrective Feedback, and Differentiated Instruction). (TI) * Utilizing District "Daily Overviews" and B.E.S.T. ELA spirals to lesson plan to ensure that tasks align to the depth of the standard * Frequent observations with feedback and coaching cycles provided by Literacy Leadership Team members to ensure task alignment with the BEST Standards and clarity of instruction by teachers	Haffner, Christine, haffner.christine@brevardschools.org
Communicate student learning expectations and assessment information with appropriate stakeholders, including: * The FLDOE Parent Guides for ELA * "What Your Child is Expected to Learn..." brochures for KG-6th Grade students in English and Spanish * Progress monitoring plans indicating the "Read at Home Plan" as an intervention for students who are substantially deficient in reading * Notify parents in writing monthly regarding student progress	Olesnevich, Jessica, olesnevich.jessica@brevardschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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 life skills and mental health well-being for all. This year's focus will be on building skills to grow a school

culture based on mutual respect and building relationships. Based on the results of the 2022 Youth Truth Survey, students feel that we need a more positive culture in our school. The survey also showed that not all students felt that their teachers cared about them and their personal lives.

Behavioral and discipline data shows that students have not been introduced to the skills needed to have interpersonal connections with others due to the everlasting repercussions of the Covid-19 Pandemic. Students need to learn the strategies to self-regulate and manage their emotions and transfer them to problem solving. The disconnect of our school culture and community has affected our student's sense of belonging and our student's performance, as measured by the 2022 Youth Truth Survey and State Assessment data. Various approaches will be utilized in the 2022-2023 school year to improve a positive school culture at Sherwood including Conscious Discipline and the Ron Clark Academy House System.

Sherwood will be utilized as an Anchor School for Conscious Discipline (CD) in 22-23. 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. The entire staff will be trained in Conscious Discipline during professional development days at preplanning and in February. A team of teachers and school leaders will participate in monthly scheduled professional development and will share their learning with the rest of the school. Additional teacher CD training opportunities will be funded through Title I during the school year. (TI)

Sherwood continues to be a Positive Behavior Interventions and Support (PBIS) school. 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 (S.T.A.R.S). Classroom teachers instruct students on explicit SEL skills using Sanford Harmony lessons. These lessons include topics such as empathy, respect, how to handle stress, and conflict resolution. In addition to Sanford Harmony, teachers are encouraged to use a "Brain Smart Start" from Conscious Discipline. The master schedule was built to provide each classroom a set time for morning meeting each day. Morning meeting provides all classes the opportunity to have a consistent start to the day, building a positive classroom community, and instruct student on social emotional learning. Any student(s) who exhibit signs of social emotional stress are referred to the School Counselor.

In September, the principal and two teacher leaders went to Atlanta, GA to participate in The Ron Clark Academy Experience (RCA EXP), a two-day interactive, immersive learning experience in which they observe classes and participate in workshops which will teach you how to "ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive." (https://ronclarkacademy.com/rcaexp/). This experience resulted in Sherwood's leadership team initiating a Sherwood "House System" (similar to RCA House System) which is a dynamic, exciting way to create a positive climate and culture for students and staff. The RCA House System has a framework of methods which help student and staff build character, relationships, and school spirit. More teams will be sent to the RCA EXP during the school year as well. (TI)

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

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, participate in school meetings (such as PTO and SAC), and provide input to help support student academic and social emotional learning needs.

Increased communication with parents and guardians will help our families and communities feel connected to the school culture. As a result of a Title I Feedback Survey, parents felt that they needed more home to school communication due to the restrictions brought about by the pandemic and other security factors. Sherwood has committed to sending home a monthly calendar in addition to posting it to the website with a

QR code that links to the Monthly Newsletter, which is shared through Blackboard Connect too. Opportunities to connect all stakeholders to the school events will be communicated regularly in a variety of ways.

Due to the 2020 COVID-19 pandemic, schools had to shut their doors to visitors and volunteers. Now that the pandemic is behind us, we are encouraging increased family and parent involvement into the school school setting with a variety of methods. Sherwood hosted a volunteer orientation breakfast in order to educate volunteers on how to sign up to be registered volunteers and offer opportunities for volunteering within the school community. Some initiatives that we are hoping volunteers to assist with are lunch with a student, classroom assistance, and the District mentoring program.