Sherwood Elementary School

2022-23 Schoolwide Improvement Plan

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Sherwood Elementary School

501 CHEROKEE TRL, Pensacola, FL 32506

www.escambiaschools.org

Demographics

Principal: Tammy Douglas L

Start Date for this Principal: 7/12/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: D (34%) 2018-19: C (45%) 2017-18: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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 Escambia County School Board.

SIP Authority

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

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

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

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

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

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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501 CHEROKEE TRL, Pensacola, FL 32506

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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-5	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	71%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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.

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

Provide the school's vision statement.

Our vision is that we will be united for every student to succeed. We provide a learning environment that is happy, safe, and where students want to and are able to learn. We do this by following our arrows of excellence, I am a leader, I have genius, I lead my own learning, Change starts with me, I am a Sherwood Archer.

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
Douglas, Tammy	Principal	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Collins, Jennifer	Assistant Principal	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Phillips, Debbi	Curriculum Resource Teacher	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Gamblin, Ingrid	Teacher, PreK	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Bryant, Nina	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Mills, Kerrie	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Majewski, Jeanne	Teacher, ESE	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Wyrick, Tamika	Other	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting

Name	Position Title	Job Duties and Responsibilities
		on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Bartush, Precious	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Jones, Julie	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Crowe, Laura	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Pearce, Juliana	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Loy, Emily	School Counselor	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Carey, John	Other	The function and the responsibility of the school leadership team member is to help monitor data though the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.

Demographic Information

Principal start date

Tuesday 7/12/2022, Tammy Douglas L

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.*

0

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.*

5

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

497

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

11

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

11

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	72	93	78	71	76	63	0	0	0	0	0	0	0	453
Attendance below 90 percent	14	32	34	30	24	24	0	0	0	0	0	0	0	158
One or more suspensions	2	11	12	13	5	15	0	0	0	0	0	0	0	58
Course failure in ELA	0	2	15	29	13	6	0	0	0	0	0	0	0	65
Course failure in Math	0	2	7	29	24	7	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	12	22	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	22	32	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	2	4	22	29	13	10	0	0	0	0	0	0	0	80

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	1	4	16	26	14	20	0	0	0	0	0	0	0	81

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	2	1	8	1	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/16/2022

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	91	70	70	89	63	68	0	0	0	0	0	0	0	451
Attendance below 90 percent	12	25	28	36	26	27	0	0	0	0	0	0	0	154
One or more suspensions	0	3	2	7	3	3	0	0	0	0	0	0	0	18
Course failure in ELA	0	2	11	20	10	11	0	0	0	0	0	0	0	54
Course failure in Math	0	1	4	16	8	6	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	17	32	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	20	38	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	1	6	21	37	11	24	0	0	0	0	0	0	0	100

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	3	11	19	8	10	0	0	0	0	0	0	0	51

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	4	2	1	0	0	0	0	0	0	0	0	0	9
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	91	70	70	89	63	68	0	0	0	0	0	0	0	451
Attendance below 90 percent	12	25	28	36	26	27	0	0	0	0	0	0	0	154
One or more suspensions	0	3	2	7	3	3	0	0	0	0	0	0	0	18
Course failure in ELA	0	2	11	20	10	11	0	0	0	0	0	0	0	54
Course failure in Math	0	1	4	16	8	6	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	17	32	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	20	38	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	1	6	21	37	11	24	0	0	0	0	0	0	0	100

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	3	11	19	8	10	0	0	0	0	0	0	0	51

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	4	2	1	0	0	0	0	0	0	0	0	0	9
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	32%	51%	56%				33%	53%	57%
ELA Learning Gains	42%						47%	55%	58%
ELA Lowest 25th Percentile	37%						58%	52%	53%
Math Achievement	30%	46%	50%				38%	57%	63%
Math Learning Gains	27%						51%	60%	62%
Math Lowest 25th Percentile	32%						38%	52%	51%
Science Achievement	40%	52%	59%				48%	54%	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	37%	56%	-19%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	22%	52%	-30%	58%	-36%
Cohort Comparison		-37%				
05	2022					
	2019	37%	51%	-14%	56%	-19%
Cohort Comparison		-22%				

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	30%	55%	-25%	62%	-32%
Cohort Comparison		0%				
04	2022					
	2019	32%	58%	-26%	64%	-32%
Cohort Comparison		-30%				
05	2022					
	2019	48%	55%	-7%	60%	-12%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	55%	-6%	53%	-4%
Cohort Comparison						

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	20	36	32	16	22	19	36				
BLK	26	34	29	24	23	39	24				
HSP	46	65		33	24		54				
MUL	29	43		14	14						
WHT	42	48		45	41		63				
FRL	31	41	33	26	24	35	34				
						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	20	35		22	16		6				
BLK	20	23		22	23	27	20				
HSP	32			37							
MUL	30	30		27							
WHT	54	50		49	41		50				
FRL	26	25	31	28	24	25	28				
						2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS					
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	47	58	24	55	56	38				
BLK	21	37	55	26	47	35	28				
HSP	52	71		48	36						
MUL	25	35		58	47						
WHT	46	58		44	62	60	61				
FRL	29	45	60	36	49	42	48				

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)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	26
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	44
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	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	48
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

After analyzing our 21-22 school year data, it shows that our ELA achievement had a 1 point increase, ELA learning gains increased by 10 points, LQ for ELA learning gains had a decrease of 8 points. Looking at the last 3 years our scores have remained somewhat consistent. Our Math Achievement and Learning Gains decreased, and our Lowest Quartile Learning Gains increased by 11 points. Looking at the last 3 years our math scores began to drastically drop in the 20-21 school year. Our Science Achievement has increased by 9 points and looking at the last 3 years it appears that we are working our way back to proficiency.
We also noticed that for the last 3 years our African American Population achievement has been below 41%. We are establishing small groups utilizing our 2 instructional assistance. We will look at STAR, iReady and FAST data to determine these groups. We will also train more teachers on Sonday System to be used during the intervention block.

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

Based off of our 21/22 FSA scores our ELA and Math Proficiency were the lowest areas. These areas have historically been the lowest at our school. The 21-22 data shows our school at an overall of 34%.

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

Contributing factors include teaching positions that were not permanently filled, some positions were filled with teachers who were not certified, long term subs, which included our ESE classroom. Also, the month of January we had an average of 12 teachers out a day due to sickness. We continued to have poor attendance from our students and increased severity of behavioral issues that resulted in suspensions from school.

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

According to the data, the areas that showed the greatest gains were ELA learning gains, 10 point gain, and Math Lowest Quartile Learning Gains, increase by 11.

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

Our mentor program, Sherwood Sidekicks, intervention programs such as Sonday Systems, and our ability to have the TIER 3 intervention time daily.

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

We have part time instructors that work with our TIER 1 & 2 students. We have intentional planning that focuses on planning lessons that deliver instruction that is standards based. We have implemented a 25 day phonics booster program for our K-2 students, Sonday Systems will continue, Phonics Chip Kits. We have increased our walk-throughs and that data is gathered and calibrated on a weekly basis. We will continue our Sherwood Sidekicks Program after we see PM2 data. We will monitor specifically our subgroups that fall below the 41% proficiency. We will look at weekly iReady data, classroom assessments, Schoolnet assessments, STAR. Our team collaborates weekly at grade level meetings with teachers to discuss data and determine any changes that need to made to small groups within the classrooms as well as small groups served by someone other than the classroom teacher.

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.

Our planning sessions provide PD from our district level subject area coaches. PD on our new math curriculum, PD our new BEST standards, and PD on our Soft Start to Writing was given. We will conduct walk throughs focused on our School wide Look Fors. The Admin team meets on Mondays to calibrate the results of the walk throughs. At this time we will discuss the overall needs of school, grade level, or individual and determine what PD opportunities need to be provided for them.

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

The processes being put in place this year with the State and district offices will build the capacity of teachers and leadership throughout this year and the following year and this will enable Sherwood Elementary School to earn a grade of C or higher in the 22-23 school year. These processes have not been in place in the previous years. These processes include After school planning focused on aligning our lessons to the standards. We will provide coaching sessions for our teachers from the ELA, Math, and Science Coaches. The admin team will also provide feedback sessions based off of classroom walk throughs using the Waterfall and Get Better Faster Videos.

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

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School grade data and BSI walks indicated a need for explicit and intentional leadership support to implement feedback strategies that result in quality benchmark aligned instruction. The school will implement Get Better Faster (GBF) Observation and Feedback practices and action steps to improve benchmark aligned instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	GBF Observation and feedback strategies will improve teacher practices that produce increased student performance in achievement with a goal of 41% or higher achieving on grade level performance (level 3) on the FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Transformation Office (STO) will be supporting the school-based leadership team to monitor the implementation of the observation and feedback system through monthly Principal meetings, and monthly classroom walks. Feedback about implementation will be provided through STO on a monthly basis. As a school we will TIER the level of supports our teachers need based off of beginning of the year walk throughs and observations. After we conduct walk throughs we will have feedback sessions with our teachers. We will provide them resources from the Waterfall, Get Better Faster Videos, modeling, observation of other classrooms, and professional development opportunities that support their needs. We will then walk through again documenting progress of strategies that have been put into place.
Person responsible for monitoring outcome:	Hollie Wilkins (hwilkins@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	The leadership team will utilize a systematic observation and feedback structure. Through this system the leaders are able to provide immediate support for teachers to have a positive effect size on student academic achievement.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. This systematic approach to coaching teachers is a blend of directive and nondirective techniques. The focus is on small, specific, and focused moves and responses that have an immediate positive effect on student achievement. These are followed up by direct rehearsal and practice of the moves with the leader. The learning for the teachers is not rote or formulaic. It helps the teacher to anticipate and adjust to ensure learning is occuring. The objective is mindful behavior with management and rigor. Through the guidance of the BSI field team and the STO department, the school leadership team will be learning and implementing this system throughout the entire year receiving feedback from the STO and BSI teams.

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.

Outline and monitor before-planning expectations (Identify understandings of the benchmark, review curriculum resources, solve assessment questions, review student learning data for prior learning)

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Attend structured planning with STO/District coaches and school-based coaches utilizing a planning protocol to align Tier 1 instruction to the explicit intent of the standards. (Review benchmarks, identify practice, sequence the instructional strategies, determine taks and item progression, and practice and solve benchmark aligned tasks and questions)

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Schedule weekly classroom walks for identified teachers/ grade levels to monitor implementation of planning.

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Conduct weekly classroom walk (when needed utilize coach/specialist to calibrate walk) and identify an action step from Get Better Faster (GBF) for teacher based on GBF waterfall and schedule feedback meeting with teacher. (Utilize GBF waterfall, plans, and video lesson)

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Write feedback script (GBF script protocol- See it, Name it, Do it)- utilize coach/specialist to support script writing.

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Meet with identified teacher for feedback meeting (follow GBF feedback meeting protocol) to discuss, practice, and stamp learning for teacher action step and schedule follow up classroom walk.

Person Responsible	Hollie Wilkins (hwilkins@ecsdfl.us)

Conduct follow up classroom walks to identify implementation of action steps, provide feedback to teacher, and determine if action step will be continued or changed based on data.

Person Responsible Hollie Wilkins (hwilkins@ecsdfl.us)

Document teacher action steps, classroom observations, feedback meeting scripts, and notes on teacher tracker for stakeholder alignment. (School-based admin, coaches/ specialist, district, BSI)

Person Responsible Hollie Wilkins (hwilkins@ecsdfl.us)

#2. 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.	After reviewing the 2021-2022 FSA data, conducting classroom walk throughs, and due to 55% of our instructional staff being new, the need for intentional grade level planning with support from District Subject area coaches in ELA, Math, and Science was determined. This will ensure standards are being taught to the level of rigor needed for each grade level, and to ensure the delivery of instruction is targeted so that all students will have increased achievement. On the 2021-2022 FSA Sherwood earned the following scores: 3rd grade ELA - 42% Proficiency, Math - 47% Proficiency. 4th Grad ELA - 30% Proficiency, Math - 27 % Proficiency. 5th grade ELA - 23% Proficiency, Math - 13% Proficiency, Science - 37% Proficiency
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will achieve 41% proficiency or higher on ELA, Math, and Science by the end of the 22-23 school year as determined by summative state and district assessments, FAST, SSA Science, and STAR. The achievement gap between overall students and the SWD, Black/African American, and Multiracial subgroups will close, raising all ESSA subgroups to 41% or above.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin team will meet and calibrate weekly on the outcomes of the class walk-throughs being done each week. We will monitor all STAR, iReady, and PM data to determine strengths and needs of all students. Admin team will meet with grade levels, especially after testing has occurred to analyze data and ensure standards are being taught to the rigor needed for increased student achievement. Admin team will participate in after school planning to help support the teachers and coaches in aligning all plans to the standards.
Person responsible for monitoring outcome:	Tammy Douglas (tdouglas@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	iReady Reading and Math. Patterns of Power Reflex Math Sonday Systems 95% Phonics Boost Program Heggerty Phonics Chip Kits
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Based on our data from iReady our students are below grade level when it comes to phonics mastery and vocabulary mastery. Based on the research these systems listed support increased achievement in the areas of phonics and vocabulary proficiency. Do to our decrease in our Math Achievement scores we need to place focus on fluency on our basic math facts. iReady and Reflex supports the acquisition and maintenance of math fact fluency.

used for selecting this strategy.

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.

Admin team, leadership team, and grade levels will meet weekly/monthly to analyze data from formative and summative testing. This data will be used to plan for instruction.

Person Responsible Tammy Douglas (tdouglas@ecsdfl.us)

After school planning will take place 2 times a week. ELA, Math, and Science coaches, and Admin team will meet with teachers to plan for the next weeks lessons. Teachers will discuss any questions or struggles they may have before delivering instruction to their classes. Teachers and coaches will model lessons.

Person Responsible [no one identified]

#3. Positive Culture and Environment specifically relating to Attendance and Behavior	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Office Discipline referrals increased in the 21-22 school year. Based on this teachers and administrators will work together to create a solid school-wide behavior plan that has a progression with specific consequences for each offense. We will also have a Rights and Responsibilities Assembly in order to present this plan to the students the first week of school, and after Christmas break. Posters and signs will be placed in hallways, common areas, and classrooms. This will also be shared with parents at conferences and through class DOJO. Average daily attendance for the 21-22 school year was 90.54%. This number indicates that students were missing out on instructional time. Our Guidance Counselor and Navigator will work with our families to address the barriers and determine strategies and solutions to increase this number.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Office Discipline Referrals will decrease by 10%. Our average daily attendance will increase to 93% or higher for the 22-23 school year. Economically Disadvantaged, SWD and Black student subgroups will also increase ADA to 93% and reduce percentage receiving office discipline referrals to be at or below overall school average.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	3rd -5th grade was given a test after the Rights and Responsibilities handbook was reviewed and sent home. We meet weekly with our team leaders, to include cafeteria staff, Data Specialist, Guidance Counselor, Navigator and RTi coordinator. We discuss behavior, attendance, and all issues related to these items. We discuss how we can provide support to our teachers, staff, and families. We encourage attendance with Friday Celebrations. Our Admin team has divided the grade levels so that each has 2, we respond to and monitor the behavior logs that are in place.
Person responsible for monitoring outcome:	Tammy Douglas (tdouglas@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	With Leader in Me we are creating a culture where students want to come to school. We will complete a Measurable Results Assessment and set goals based off of the results. We will monitor those results with the assistance of our LIM Coach. We will have several coaching and PD sessions throughout the year. Our students will create Notebooks that include their Wildly Important Goals (WIGS). Teachers and students will monitor these goals throughout the school year. Sherwood Sidekick, Mentors

implemented for this Area of Focus.	Recognizing good and improved attendance through our Friday Celebrations Child Study Attendance Meetings
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Due to our increase in student absences and severity of behaviors we developed an implemented school wide processes and procedures that monitor and support better attendance and decreased referrals.

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.

Friday Celebrations are used to encourage students to remain at school until the end of the day. Celebrations are at 1:35 each Friday. Students are not allowed to check out after 1:30.

Person Responsible	Tammy Douglas (tdouglas@ecsdfl.us)

Child Study Attendance Meetings are held when students have excessive absences. Our team meets with the parents to formulate a plan to have student at school, and their consequences are explained to them. Several notes are sent home from admin before a child study attendance meeting is held in order to make the parents aware of the number of absences they are receiving.
We will create an attendance bulletin board and will share with families via our Facebook Page and Class DOJO.

Person Responsible	Tammy Douglas (tdouglas@ecsdfl.us)

School-Wide Discipline Log was created this school year. A blank copy was sent home to parents for review. We will also discuss these document at all parent events. The Discipline Log is a progression of interventions that are used for a student with behavior needs. This progression includes parent phone calls, conferences, Navigate 360 lessons, counseling sessions, after school detention, In-School-Suspension, and Out-of-School suspension. We will also implement positive office referrals. Teachers will be requried to write a positive referral every time they do one for inappropriate behaviors

Person Responsible	Tammy Douglas (tdouglas@ecsdfl.us)

School-Wide Procedures in place for arrival, dismissal, and lunch. Teachers were given minute-by-minute routines to discuss with their students. We will hold Rights and Responsibilities Assemblies for all students. We will review the Handbook as well s school wide routines that are in place.

Person Responsible	[no one identified]

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

The following data was used to determine the critical need:
Kindergarten ELA proficiency rate was 88% on the Spring 2022 STAR Early Literacy Assessment.
First grade ELA proficiency rate was 34% on the Spring 2022 STAR Early Literacy Assessment.
Second grade ELA proficiency rate was 39% on the Spring 2022 STAR Reading Assessment.

Students who score at the 53rd percentile on STAR Early Literacy or STAR Reading are considered proficient. The number of students who were not considered proficient at the end of 2021-2022 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:
Third grade ELA proficiency rate was 40% on the 2022 FSA.
Fourth grade ELA proficiency rate was 30% on the 2022 FSA.
Fifth grade ELA proficiency rate was 25% on the 2022 FSA.
Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:
Economically Disadvantaged (31%)
ELL (N/A)
Students with Disabilities (20%)
African American (26%)
Multiracial (29%)

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)

ELA proficiency as determined by those scoring at or above the 53rd percentile on STAR Early Literacy or STAR Reading in 2022 will increase from 88% in K, 34% in 1st grade, and 39% in 2nd grade on STAR AP4 to 50% proficiency or higher on FAST-STAR PM3.

Grades 3-5: Measureable Outcome(s)

ELA proficiency will increase from 40% in 3rd grade, 30% in 4th grade, and 25% in 5th grade on the 2022 FSA to 50% or higher in each grade on the 2023 FAST.

The ELA Proficiency for all identified ESSA subgroups will increase to 50% or higher on new 2023 FAST Progress Monitoring assessments by 23-24.

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.

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
b. First grade: STAR Early Literacy/Reading results and track the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom.
c. Second grade: STAR Reading results and track the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart.
d. Grades 3-5: analyze results by classroom of district module assessments.

2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Literacy Practice Profile tool.

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

Douglas, Tammy, tdouglas@ecsdfl.us

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. Â§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?

Sherwood Elementary uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida' s definition of evidence-based.The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

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?

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily

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
Action Step 1: Literacy Leadership- - Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth. - Provide professional development regarding the B.E.S.T. ELA Standards. - Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.	Douglas, Tammy, tdouglas@ecsdfl.us
Action Step 2: Literacy Coaching- - District coaches and/or school mentor teachers will facilitate common lesson planning using the district adopted curriculum and pacing guides, including how to effectively deliver instruction of B.E.S.T. ELA Standards, engagement strategies, etc.). - Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.	Douglas, Tammy, tdouglas@ecsdfl.us
Action Step 3: Assessment - Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention. - Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.	Douglas, Tammy, tdouglas@ecsdfl.us
Action Step 4: Professional Learning - We will provide training to teachers at our school on the following: - Use of STAR360 reports, core reading program data, and the intervention decision trees - Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period. - Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan - The B.E.S.T. ELA standards and the science of reading	Douglas, Tammy, tdouglas@ecsdfl.us

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.

Sherwood Elementary addresses a positive school culture by implementing processes through being a Leader in Me school. We have professional development and consultations with Leader in Me representatives throughout the school year. The focus is on building the leader in every child, teaching them that they lead their own learning through setting and monitoring goals. This year, students will begin to take on more leadership roles in the classroom and school wide. We also have intentional systems in place for all students, teachers, faculty, and families to help create and follow. Our systems focus on building relationships from the very first day of school through greetings, activities, and a behavior plan.
We have whole school routines that are in place for everyone to follow.

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

Administrators promote a positive school culture by modeling the whole school routines and intended behaviors for teachers and students.
Teachers promote a positive school culture by modeling the whole school routines and classroom routines to each other and their students.
Support staff model whole school routines and classroom routines to each other and to students school wide.
Families are aware of the routines and behavior plan so they will understand consequences and strategies.
All of these working together will promote a positive learning environment where appropriate behaviors will increase.