Sherwood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Sherwood Elementary School

501 CHEROKEE TRL, Pensacola, FL 32506

www.escambiaschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

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 through 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 through 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 through 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 through 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 through 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 through 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.
Carrasco, Vanessa	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data through 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.
Peterson, Brianna	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data through the MTSS process and to ensure individualized plans are being implemented to fidelity. The team member is responsible for

Name	Position Title	Job Duties and Responsibilities
		meeting on a regular basis to update plans according to student needs, thus increasing the chances for individual academic and behavioral success.
Lee, Ann Marie	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data through 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.
Stanton, Georgia	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data through 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.
Egan, Sharon	Teacher, K-12	The function and the responsibility of the school leadership team member is to help monitor data through 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 through 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We will meet once a month with our leadership team to discuss progress towards our Areas of Focus. We will also present information to our SAC members on the progress towards our Areas of Focus each time with meet with them, at least 4 times a year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will monitor effective implementation regularly through focused classroom walkthroughs, teacher coaching and feedback sessions. After meetings with the leadership team and SAC we will revise our plans if necessary in order to ensure we are seeing increased student achievement.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	71%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	13	21	36	29	16	21	0	0	0	136
One or more suspensions	1	3	4	9	6	11	0	0	0	34
Course failure in English Language Arts (ELA)	0	0	13	23	9	8	0	0	0	53
Course failure in Math	0	0	2	18	12	6	0	0	0	38
Level 1 on statewide ELA assessment	0	0	0	5	8	20	0	0	0	33
Level 1 on statewide Math assessment	0	0	0	4	13	21	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	7	23	17	2	8	0	0	0	58

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	12	17	8	7	0	0	0	46

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	32	34	30	24	24	0	0	0	158
One or more suspensions	2	11	12	13	5	15	0	0	0	58
Course failure in ELA	0	2	15	29	13	6	0	0	0	65
Course failure in Math	0	2	7	29	24	7	0	0	0	69
Level 1 on statewide ELA assessment	0	0	0	7	12	22	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	5	22	32	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	4	22	29	13	10	0	0	0	80

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	16	26	14	20	0	0	0	81

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	1	8	1	0	0	0	0	15
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	32	34	30	24	24	0	0	0	158
One or more suspensions	2	11	12	13	5	15	0	0	0	58
Course failure in ELA	0	2	15	29	13	6	0	0	0	65
Course failure in Math	0	2	7	29	24	7	0	0	0	69
Level 1 on statewide ELA assessment	0	0	0	7	12	22	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	5	22	32	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	4	22	29	13	10	0	0	0	80

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	16	26	14	20	0	0	0	81

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	1	8	1	0	0	0	0	15
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	48	53	32	51	56	31		
ELA Learning Gains				42			32		
ELA Lowest 25th Percentile				37			45		
Math Achievement*	46	50	59	30	46	50	32		
Math Learning Gains				27			28		
Math Lowest 25th Percentile				32			21		
Science Achievement*	34	52	54	40	52	59	31		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	158
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	2	2
ELL				
AMI				
ASN				
BLK	29	Yes	4	2
HSP	45			
MUL	34	Yes	2	
PAC				
WHT	52			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	1	1
ELL				
AMI				
ASN				
BLK	28	Yes	3	1
HSP	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	25	Yes	1	1
PAC				
WHT	48			
FRL	32	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			46			34					
SWD	13			27			36				4	
ELL												
AMI												
ASN												
BLK	25			39			13				4	
HSP	50			40							2	
MUL	21			21			60				3	
PAC												
WHT	44			67			42				4	
FRL	32			47			35				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	32	42	37	30	27	32	40					
SWD	20	36	32	16	22	19	36					
ELL												
AMI												
ASN												

				2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	26	34	29	24	23	39	24					
HSP	46	65		33	24		54					
MUL	29	43		14	14							
PAC												
WHT	42	48		45	41		63					
FRL	31	41	33	26	24	35	34					

				2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	32	45	32	28	21	31					
SWD	20	35		22	16		6					
ELL												
AMI												
ASN												
BLK	20	23		22	23	27	20					
HSP	32			37								
MUL	30	30		27								
PAC												
WHT	54	50		49	41		50					
FRL	26	25	31	28	24	25	28					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	49%	-30%	54%	-35%
04	2023 - Spring	45%	57%	-12%	58%	-13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	44%	-2%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	51%	13%	59%	5%
04	2023 - Spring	54%	58%	-4%	61%	-7%
05	2023 - Spring	24%	47%	-23%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	51%	-17%	51%	-17%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to our 22-23 Data the component that showed the lowest performance overall was our ELA proficiency with a 36.8%. Our black (29.5%), SWD (16.3%), and Multiracial(20.0%) subgroups showed lower performance in ELA proficiency. Historically our black and SWD population show the lowest proficiency. A contributing factor centered around our ELA small groups. We need to have more effective small group instruction, independent practice, and collaborative structures in place.

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

The data component that showed the greatest decline was our 5th grade Science. It showed an overall decline of 6%. (40%-34%). In our ESSA Subgroups our White population declined by 21.5%, going from 63.2% to 41.7%. Our Black population declined by 11% going from 23.5% to 12.5%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We showed a gap in both ELA and Science. Science had a 17% gap compared to the state. ELA showed a 17.2 % gap compared to the state. A contributing factor for Science centered around our new 5th grade team. They needed to have a better understanding of the Science standards and utilize more effective ways to implement effective instruction. A contributing factor centered around our ELA small

groups. We need to have more effective small group instruction, independent practice, and collaborative structures in place.

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

The data component that showed the greatest improvement was our overall math proficiency. We had an increase of 20%, going from 30% to 50%. We taught math in small group rotations, using a Daily 3 model. Our teachers taught the lessons in small groups, and students utilized iReady Math and reflex.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on our data, our overall attendance and office discipline referrals continue to be areas of concern. Our data shows that we have decreased slightly in these areas however we continue to put systems in place to address these concerns.

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

ELA proficiency, ELA learning gains, Math lowest quartile, Science proficiency, Attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Office discipline referrals have decreased slightly in the 22-23 school year. Teachers and administrators developed a solid school-wide behavior plan that has a progression with specific consequences with each offense. We will continue to implement this plan in the 23-24 school year as our students have learned that there are consequences for their behaviors and they will be held accountable. We will hold an assembly in order to present this plan the first week of school and the first week we return from winter break. Posters and signs will be placed in hallways, common spaces, and classrooms. This information will be shared with parents at Open house and parent events, as well as through our school webpage, Facebook, and DOJO. Average daily attendance for the 22-23 school year was 89%, which is a decrease from the 21-22 school year. 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 to increase attendance. We will incorporate incentives school-wide, grade level, classroom and for individual students.

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 23-24 school year. Economically disadvantaged, SWD, and our Black population will also increase their average daily attendance to 93% and reduce percentage receiving office discipline referrals to be at or below school average.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We meet monthly with our team leaders to include cafeteria staff, Data Specialist, Guidance Counselor, Navigator, PBIS Coach, and RTI coordinator. 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 behavior logs that are in place.

Person responsible for monitoring outcome:

Tammy Douglas (tdouglas@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. With Leader in Me we are creating a culture where students want to come to school. Students are held accountable for their actions, and they see the correlation between their actions and grade outcomes. Teachers and Students will complete a Measurable Results Assessment and goals will be set based off of these results. We will monitor these results through the assistance of our Leader in Me Coach. We will have 4 coaching and PD sessions throughout the school year. Our students will create and maintain notebooks that contain celebrations, WIGS (Wildly Important Goals), and results from testing throughout the school year. We will utilize our Culture Rubric. It will be shared with faculty and staff, and they will rate it once a semester to determine our strengths and needs.
2. Sherwood has a multitiered system in place that supports the behavioral practices—from the school wide to the individualized levels (10 Keys to Behavior- Tier 1)
3. Our decisions are guided by school wide discipline data. (10 Keys to Behavior- Tier 1)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1)

According to 10 Keys to Behavior, school decisions guided by school wide discipline data sho a positive impact on student behavior and attendance. (Tier 1)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data: The Leadership team will meet once a month to review attendance and behaviors. Attendance: The purpose of these meetings will be to identify students for attendance child studies. At these meetings, students missing more than 5 days of school or more will be identified and referred to guidance and/or the Navigator for an attendance child study. Behavior: The purpose of these meetings will be to review Office Disciplinary Referrals to identify and act on needs for behavioral interventions. Office Disciplinary Referrals and Discipline Logs will be the data collected and analyzed to determine the students in need of interventions. Data to be reviewed include the number of major vs. minor referrals, the number of referrals written by specific teachers to identify teachers in need of coaching, and high numbers of referrals for specific students to identify needs for behavioral interventions. Actions steps for each teacher or student will be identified and assigned to administration.

Person Responsible: Tammy Douglas (tdouglas@ecsdfl.us)

By When: We will begin the first week of school implementing procedures and practices. It will be monitored once a month for the entire school year.

Communication: The leadership team will establish school-wide protocols for attendance and behavior. The team will create a positive culture and environment rubric to outline the protocols, metrics of what high, mid, and low level implementation looks like from students, staff, and administration. The rubric will be utilized in class and school walks 4 times per year to monitor the implementation of the protocols and identify future professional development needs. Teachers, students, and parents will receive feedback about attendance and behavior on a monthly basis. The feedback will be provided to teachers at the monthly grade level meetings. Teachers will utilize DOJO, calls home, and conferences to provide feedback about attendance and behavior (positive and negative) to individual students and parents. This will create a transparent environment about the status and needs of the school. The feedback will show comparative data from each month about overall student attendance, faculty attendance, and numbers/ types of referrals. Teachers will call the parents/guardians within the first 2 weeks of school, and they will make 1 positive phone call each 9 weeks.

Person Responsible: Tammy Douglas (tdouglas@ecsdfl.us)

By When: The first 2 weeks of school, every 9 weeks, and as needed throughout the school year.

Plans: Monthly incentive programs for students who display positive behavior and leadership skills (outlined in the School-wide positive culture and environment plan) and 93% or higher attendance will be established. The program incentives will include PBIS bullseye bucks to go to the school PBIS store, weekly purchases of experiences and items from Sherwood "online" store. The school will also recognize students meeting identified behavior and attendance goals on the school news show. Students will be celebrated each Friday at 1:35 during Friday Celebrations. Students will log celebrations in their

Leadership Notebooks. Weekly small group sessions will be held with students needing Tier 3 support in behavior with the PBIS Coach Guidance Counselor, behavior coaches, and administration to work on behavior regulation strategies to support a decrease in classroom disruptions.

Filed trips will be planned in order to support hands on experience to assist students in movement to mastery of all standards including social skills. These will be real-world experiences that students may not otherwise receive.

Person Responsible: Tammy Douglas (tdouglas@ecsdfl.us)

By When: Beginning August 10 and continuing throughout the school year.

Professional Development: Teachers will attend the Emotional Poverty training after school for 4 sessions with the Title 1 Department. The leadership team will also practice with teachers school-wide protocols such as greeting students at the door, class transitions, and dismissal at pre-service and in January to ensure all teachers know and understand school wide protocols. Monthly, the administrators, teachers, and staff will focus on one of the 7 LIM habits on the morning show, during class time, and through newsletters. The admin will monitor the implementation of professional development during weekly hallway and class walks and provide feedback to the teachers and the leadership team.

Person Responsible: [no one identified]

By When: Beginning August 10 and continuing throughout the school year.

Professional Development: Teachers will attend the Emotional Poverty training after school for 4 sessions with the Title 1 Department. The leadership team will also practice with teachers school-wide protocols such as greeting students at the door, class transitions, and dismissal at pre-service and in January to ensure all teachers know and understand school wide protocols. Monthly, the administrators, teachers, and staff will focus on one of the 7 LIM habits on the morning show, during class time, and through newsletters. The admin will monitor the implementation of professional development during weekly hallway and class walks and provide feedback to the teachers and the leadership team.

Person Responsible: Tammy Douglas (tdouglas@ecsdfl.us)

By When: Beginning in September and continuing throughout the school year.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in ELA has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Disabilities (16.3%), Economically Disadvantaged (37.1%), African American/Black (29.5%), Multiracial (20%).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency will go from 36.8% (proficiency*) on the 2023 FAST to 41% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD, African American/Black, Economically Disadvantaged, and Multiracial students. ELA proficiency for ESSA subgroups will increase by 50%.

The achievement gap in ELA learning gains between SWD and overall students will decrease by 50%, going from 21 point gap on the 2022 ELA FSA to a 10 point gap or less on the 2024 ELA FAST PM3.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The data metrics that will be utilized to monitor the ELA goals will be district created probes, unit tests, and regular STAR assessments. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data once a month to review data and calibrate weekly on the outcomes of classroom walkthroughs. Admin team will meet with grade levels, especially after testing to analyze data.

Person responsible for monitoring outcome:

Jennifer Collins (jcollins@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Intensify interventions for students by maximizing human resources through scheduling and training.
2. Implement a school wide literacy plan on an area of focus (school-wide model for a small group routine).
3. Increase teacher knowledge on use of assessment data to drive instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In analyzing the 2023 FAST data and historical ESSA data, vocabulary acquisition and fluency appears to be a hindrance to reading comprehension. According to the practice guide Assisting Students Struggling with Reading we should make available intensive and individualized interventions for struggling readers that can be provided by trained specialists and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data
The leadership team will meet with teachers to discuss FAST and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from STAR, district progress monitoring and meet with teachers once a month and teachers will conduct data chats with students monthly. Data boards will be utilized by teachers and students to monitor assessment progress and growth throughout the school year.

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

By When: Data meetings will begin in September and happen monthly.

Professional Development:
PD was provided by the school district throughout the summer on intervention programs (ex. Phonics Chip Kits, Read Naturally, Sound Sensible, and Sonday Systems). Ongoing professional development will take place at the school level (Daily 5 and WIGS) on an as needed basis.

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

By When: Summer 2023 and continuing as needed throughout the school year.

Planning:
Structured planning with school-based coaches will occur 2 times a week. School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. Planning for small group intervention time (utilizing a variety of resources - Measure Up, Magnetic Reading, iReady Toolbox, and a remedial teacher) will happen during common planning time.

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

By When: Tuesday planning - ELA every week after school. Tuesday planning - bi-weekly for small group interventions

Coaching / Teacher Support:
In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Admin Team and STO Coaches to determine the on-going coaching cycle.

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

By When: Coaching will happen on a weekly basis, centered around the need shown through walkthroughs.

Class Walks / Feedback:
The admin team will conduct classroom walks on a weekly basis in the core content areas to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

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

By When: Walkthroughs with feedback will happen on a weekly basis for Tier 3 teachers, bi-weekly for Tier 2 teachers and as needed basis for Tier 1 teachers.

Class Walks / Feedback:
The admin team will conduct classroom walks on a weekly basis in the core content areas to monitor the

implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

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

By When: Walkthroughs with feedback will happen on a weekly basis for Tier 3 teachers, bi-weekly for Tier 2 teachers and as needed basis for Tier 1 teachers.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lowest quartile learning gains in math has not reached 50% for the past 3 years and shows deficiencies in the following subgroups based on the 2021-2022 FSA Math Assessment: Students with Disabilities (19%), Economically Disadvantaged (35%), African American/Black (39%)

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math lowest quartile learning gains will increase from 32% on the 21-22 FSA to 50% or higher on the 2024 FAST PM3 school wide. ESSA subgroups include SWD, African American/Black, and Economically Disadvantaged, students. Learning gains for subgroups will increase to at least 50%.

The achievement gap in math lowest quartile learning gains between SWD and overall students will decrease by 50%, going from a 13 point gap on the 2022 Math FSA to a 6 point gap or less on the 2024 Math FAST PM3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The data metrics that will be utilized to monitor the Math goals will be unit tests, PM1. PM2. PM3, iReady, and reflex. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data once a month to review data and calibrate weekly on the outcomes of classroom walkthroughs. Admin team will meet with grade levels, especially after testing to analyze data.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1.Strengthen differentiated Tier I instructional delivery through use of the Math Frameworks and B1G-M Instructional Guides.
2.Increase teacher knowledge on use of assessment data to drive instruction
3.Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In analyzing the 2023 FAST data and historical ESSA data, Sherwood students struggle in math fluency and application. According to the practice guide Assisting Students Struggling with Math we should provide systematic instruction during intervention to develop student understanding of mathematical ideas.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data
The leadership team will meet with teachers to discuss FAST and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from STAR, district progress monitoring, iReady and Reflex and meet with teachers once a month. Teachers will conduct data chats with students monthly. Data boards will be utilized by teachers and students to monitor assessment progress and growth throughout the school year.

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

By When: Data meetings will begin in September and happen monthly.

Professional Development:
PD will be provided by the STO coaches on the BIG M and math frameworks. School admin will provide PD on the Daily 3 with ongoing support as needed.

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

By When: Summer 2023 and ongoing throughout the school year as needed.

Planning:
Structured planning with school-based coaches will occur 2 times a week. School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. Planning for small group intervention time (utilizing a variety of resources - Measure Up and iReady Toolbox) will happen during common planning time.

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

By When: Thursday - Math planning after school weekly.

Coaching / Teacher Support:
In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Admin Team and STO Coaches to determine the on-going coaching cycle.

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

By When: Coaching will happen on a weekly basis, centered around the need shown through walkthroughs.

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement Science proficiency has trended down for the past 4 years going from 49% proficient in 2018 to a 34%proficiency in 2022-2023 and shows deficiencies in the following subgroups based on the 2022-2023 FCAT Science assessment: Students with Disabilities (38.5%), Economically Disadvantaged (35%), African American/Black (12.5%), Multiracial (60%)

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Science proficiency will go from 34% (proficiency*) on the 2023 FAST to 41% or higher on the 2024 FCAT Science school-wide. ESSA subgroups include SWD, African American/Black, Asian, ELL, Economically Disadvantaged, and Hispanic students. ELA proficiency for ESSA subgroups will increase by 50%.

The achievement gap in science proficiency between African American and overall students will decrease by 50%, going from 22 point gap on the 2022 ELA FSA to a 11 point gap or less on the 2024 FCAT Science.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The data metrics that will be utilized to monitor the Science goals will be Schoolnet tests and unit tests. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data once a month to review data and calibrate weekly on the outcomes of classroom walkthroughs. Admin team will meet with grade levels, especially after testing to analyze data.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide direct and explicit comprehension strategy instruction with Science text. (Tier 1)
Provide opportunities for extended discussion of text meaning and interpretation. (Tier 2)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data
The leadership team will meet with teachers to discuss FCAT and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from district quarterly assessments and district progress monitoring, meeting with teachers once a month and teachers will conduct data chats with students monthly.

Person Responsible: Tammy Douglas (tdouglas@ecsdfl.us)

By When: Data meetings will begin in September and happen monthly.

Professional Development:
PD will be provided on an ongoing basis during weekly planning with STO Coaches in regards to understanding of the standards and analyzing data.

Person Responsible: Tammy Douglas (tdouglas@ecsdfl.us)

By When: Ongoing throughout the year on an as needed basis.

Planning:
Structured planning with school-based coaches will occur 1 time a week. School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. Field trip will be planned in order to support hands on experience to assist students in movement to mastery.

Person Responsible: Tammy Douglas (tdouglas@ecsdfl.us)

By When: Wednesday - Science planning weekly

Coaching / Teacher Support:
In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Admin Team and STO Coaches to determine the on-going coaching cycle.

Person Responsible: Tammy Douglas (tdouglas@ecsdfl.us)

By When: Coaching will happen on a weekly basis, centered around the need shown through walkthroughs.

Class Walks / Feedback:
The admin team will conduct classroom walks on a weekly basis in the core content areas to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Tammy Douglas (tdouglas@ecsdfl.us)

By When: Walkthroughs with feedback will happen on a weekly basis for Tier 3 teachers, bi-weekly for Tier 2 teachers and as needed basis for Tier 1 teachers.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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:
38% of Kindergarten ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.
58% of First grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.
60% of Second grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

Students who score below the 40th percentile on STAR Early Literacy or STAR Reading are not

considered proficient. The number of students who were not considered proficient at the end of 2022-2023 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 related to Reading/ELA

The following data was used to determine the critical need:
Third grade ELA students scoring below proficiency rate was 54% on the 2023 FAST.
Fourth grade ELA students scoring below proficiency rate was 57% on the 2023 FAST.
Fifth grade ELA students scoring below proficiency rate was 78% on the 2023 FAST.

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 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 Measurable Outcomes

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase for grades kindergarten through 2nd grade to 50% or higher on FAST-STAR PM3.

Grades 3-5 Measurable Outcomes

The ELA proficiency rate will increase for grades third through fifth to 50% or higher in each grade on the 2024 FAST PM3.

Monitoring

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 impact student achievement outcomes.

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 the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
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 Florida Literacy Practice Profiles.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Douglas, Tammy, tdouglas@ecsdfl.us

Evidence-based Practices/Programs

Description:
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?

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 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:
Explain the rationale for selecting 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 evidence-based 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, including writing. Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve. Action Step 2: Literacy Coaching- District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing. Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support. 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. 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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The Title 1 annual meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During the meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title 1 Budget, Parents Right to Know (defined by Title 1 law) and the School Family Compact.
Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Coucil. Regardless of membership status, all stakeholders are invited to attend SAC meetings.
Links to the SIP are posted on the school's homepage as well as the school's Title 1 Family page.
We will meet monthly with our leadership team to discuss our progress towards our Areas of Focus and revisions will be made as necessary to ensure increased student achievement.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our Family Engagement plan is made public on our school's webpage. We have parent events for each grade level during the school year. Parents and community members are invited to come to school, engage in a fine arts activity, learn and practice a reading or math game that they then can take home with them. We have planned an Academic Carnival that families and community members are invited to participate in after school hours. We have several academic games set up with prizes for everyone. All families also will get a reading or math take home packet.
During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families.
The Parent & Family Engagement Plan is shared with families during the Annual Title 1 Meeting, posted on our webpage.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our areas of focus for the 23-24 school year are Science proficiency, math lower quartile learning gains, and ELA proficiency. Our teachers will participate in professional development in order to become more proficient with researched based reading interventions. Teachers will participate in extra after school planning for reading, math, and science. The admin team and subject area coaches will develop coaching cycles for teachers in order to assist them in planning and implementing effective instructional practices. Schedules will be set up school wide to include 30 minute reading intervention time daily, Daily 5 structures for reading, and Daily 3 structures for Math.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

1.Voluntary Pre-Kindergarten: Title 1 Part A co-funds VPK services by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy

development activities.
2.IDEA: Provides students with disabilities a Free Appropriate Public Education that is tailored to their individual needs including Individualized Education Plans (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We have a school guidance counselor, Navigator, and an Overlay Counselor on site. Our Guidance counselor provides small group and one-on-one instruction to students as necessary for any needs they may have. We have a "Breakfast Club" that will meet with our Guidance Counselor and our PBIS Coach during Target Time to review social stories and behavior strategies. Big Brothers/Big Sisters will join us at Meet your Teacher and sign up any families that are interested. Staff have been trained in Youth Mental Health and First Aid. Sherwood has Student Ambassadors that assist staff during parent events, special events, and morning arrival. We have 5th grade SWAT (Students with the Aptitude for Tutoring) that tutor Kindergarten students. We will have Archer Allies..2 grade levels are paired up and work with each other throughout the school year to create a positive environment among students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We closely follow the PBIS model. We incorporate tangible items as well as experiences for our students to choose from. Our school has a discipline Log that was created to work along side our Matrix in the Code of Conduct. It is a progressive plan that includes phone calls and conferences with parents. We follow the RTI/MTSS process to identify students with behavior needs and provide them with the interventions necessary to be successful. (Preferred and flexible seating, breaks, visual schedules, cue cards, etc)

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

This school year we will be completing a book study entitled, Emotional Poverty. The Title 1 Department will come to our school once a month for 5 months to lead the book study. There will be follow up activities given to our staff.
Teachers have also been trained over the 22-23 school year and during the summer on reading interventions. We will utilize these researched based interventions for our TIER 2 and 3 students during our intervention time, known as "Target Time"
ESE teachers have been trained in the Unique Learning Systems in order to provide appropriate instruction for our students in the Multi-Grade classrooms.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Parents are given information including strategies to make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Teachers also share VPK assessment results with parents after each administration so that parents know their students' progress and where they fall in the expectation of being Kindergarten Ready.
Staff are provided with training opportunities online, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curriculum & instruction, standards, safety, best practices, using assessments, and behavior.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	**Area of Focus: Instructional Practice: ELA**				**$204,732.55**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	0491 - Sherwood Elementary School	UniSIG	1.0	$51,927.00
			Notes: Sherwood ES: UniSIG SIP Focus 2 and 3 Pre-Approved* Remedial teacher to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023			
	5100	210	0491 - Sherwood Elementary School	UniSIG		$7,046.00
			Notes: Sherwood ES: UniSIG SIP Focus 2 and 3 Retirement - Pre-Approved* Remedial teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023			
	5100	220	0491 - Sherwood Elementary School	UniSIG		$3,972.00
			Notes: Sherwood ES: UniSIG SIP Focus 2 and 3 Social Security Retirement - Pre-Approved* Remedial teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023			
	5100	231	0491 - Sherwood Elementary School	UniSIG		$7,659.00
			Notes: Sherwood ES: UniSIG SIP Focus 2 and 3 Health Retirement - Pre-Approved* Remedial teacher to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023			
	5100	232	0491 - Sherwood Elementary School	UniSIG		$131.00
			Notes: Sherwood ES: UniSIG SIP Focus 2 and 3 Life - Pre-Approved* Remedial teacher to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023			
	5100	240	0491 - Sherwood Elementary School	UniSIG		$623.00

			Notes: Sherwood ES: UniSIG SIP Focus 2 and 3 Worker's Comp - Pre-Approved* Remedial teacher to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023			
	6300	100	0491 - Sherwood Elementary School	UniSIG		$59,400.00
			Notes: Sherwood ES UniSIG SIP Focus Stipends for teachers to attend planning with administration, School Transformation Instructional Coaches, and District BCBA 25 teachers x 2 hours per week x 4 weeks x 9 months x $33			
	6300	210	0491 - Sherwood Elementary School	UniSIG		$8,060.58
			Notes: Sherwood ES UniSIG SIP: Focus 1-4 Retirement for teachers to attend planning with administration, School Transformation Instructional Coaches, and District BCBA 25 teachers x 2 hours per week x 2 weeks x 9 months x $33 x .1357			
	6300	220	0491 - Sherwood Elementary School	UniSIG		$3,998.81
			Notes: Sherwood ES UniSIG SIP Focus Social Security for teachers to attend planning with administration, School Transformation Instructional Coaches, and District BCBA 25 teachers x 2 hours per week x 2 weeks x 9 months x $33 x .0765			
	6300	240	0491 - Sherwood Elementary School	UniSIG		$627.27
			Notes: Sherwood ES UniSIG SIP Focus Worker's Comp Stipends for teachers to attend planning with administration, School Transformation Instructional Coaches, and District BCBA			
	5100	510	0491 - Sherwood Elementary School	UniSIG		$10,614.68
			Notes: Sherwood ES UniSIG SIP: Focus 1-4 Office supplies to support benchmark aligned instruction. (Chart paper, paper, pencils, notebooks ,staplers, staples, composition books, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips)			
	5100	510	0491 - Sherwood Elementary School	UniSIG		$7,376.08
			Notes: Sherwood ES UniSIG SIP Focus 1-4 Calendar & Data Board to support progress monitoring and tracking of student data. Magnatag - Rectangle Grid Printed Boards (1); Magnetic Whiteboard Wall Panels (6) - $6,726.00 + $650.08 shipping = $7,376.08			
	5100	519	0491 - Sherwood Elementary School	UniSIG		$1,772.88
			Notes: Sherwood ES UniSIG SIP Focus 1-4 Ink to support benchmark aligned instruction			
	5100	520	0491 - Sherwood Elementary School	UniSIG		$1,990.15
			Notes: Sherwood ES UniSIG SIP Focus 1-4 Measure Up Supplemental ELA textbooks to support small group instruction in 3-5 (110 books x $14.95 per student book) = $1644.50 (10 teacher editions x $16.50 per book)= $165 10% Shipping = $180.95			
	5100	520	0491 - Sherwood Elementary School	UniSIG		$4,306.50
			Notes: Sherwood ES UniSIG SIP Focus 1-4 Magnetic Reading Supplemental ELA textbooks to support the Intervention block in K-5 225 student books x $15 per workbook = $3375 18 teacher Editions x $30 per edition=$540 10% shipping =$391.50			
	5100	369	0491 - Sherwood Elementary School	UniSIG		$6,638.50
			Notes: Sherwood ES UniSIG SIP Focus 1-4 I-Ready Teacher Toolbox Access Florida Best Math and ELA Per Site 351-500 students 1 Year - Includes Magnetic Reading + Ready Reading NCC 1 i-ready teacher toolbox x $6035 + 10% shipping $603.50 =			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7800	798	0491 - Sherwood Elementary School	UniSIG		$5,990.00
			Notes: Sherwood ES UniSIG SIP: Focus 2 and 3 The field trip to the State Capitol and Mission San Luis is planned to support instructional activities to engage students and provide a learning experience that can not be duplicated in a classroom. Student field trip - transportation			
	5100	648	0491 - Sherwood Elementary School	UniSIG		$21,429.10
			Notes: Sherwood ES UniSIG: UniSIG Focus 1-4 Technology-related- copiers for student use and instructional support materials to support benchmark-aligned instructions. 2 Sharp Model copiers x $4874.00 + Kit $161 =$9748 1 Sharp Model copier x $ 9,558 + Kit $175 = $9733 Total cost: $19481 + 10% shipping - $1,948.10 = $21,429.10			
	5100	235	0491 - Sherwood Elementary School	UniSIG		$170.00
			Notes: Sherwood ES: UniSIG SIP Focus 2 and 3 Dental - Pre-Approved Remedial teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023*			
	6300	750	0491 - Sherwood Elementary School	UniSIG		$1,000.00
			Notes: Sherwood ES UniSIG SIP Focus Long-term substitutes teachers to attend planning with administration, School Transformation Instructional Coaches, and District BCBA.			
3	III.B.	**Area of Focus: Instructional Practice: Math**				**$1,990.15**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	0491 - Sherwood Elementary School	UniSIG		$1,990.15
			Notes: Sherwood ES UniSIG SIP: Focus 3 Measure Up Supplemental Math textbooks to support small group instruction in 3-5 (110 books x $14.95 per student book) (10 teacher editions x $16.50 per book)			
4	III.B.	**Area of Focus: Instructional Practice: Science**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0491 - Sherwood Elementary School	UniSIG		$3,000.00
			Notes: Science Supplies to support benchmark aligned instruction. (Graduated cylinders, balance scales, planet models, clay, rulers, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit)			
					Total:	**$209,722.70**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No