

# Brevard Public Schools School Improvement Plan 2018 -2019

**Superintendent:**

Dr. Mark Mullins

**Asst. Supt. of Leading and Learning:**

K. Jane Cline

**Principal Supervisor:**

Teresa Wright, Ed.D.

**Name of School:**

Sherwood

**Principal:**

Karen Ivery, Ed.D.

**SAC Chairperson:**

Shyrl Johnson

**School Grade History**

**2017-18: B**

**2016-17: B**

**2015-16: C**

## Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student's social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

**Mission Statement:**

Sherwood Elementary School, in partnership with the community and families, we will strive to provide a rigorous and nurturing learning environment which fosters respect, responsibility, and safety.

**Vision Statement:**

**The vision of Sherwood is to build a high trust collaborative culture that meets the academic and social emotional needs of all students.**

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Upon analyzing the professional development outcomes (2016-2017) and comparing it with school academic and behavioral data a framework was developed to help meet the academic and social-emotional needs of the students. This framework consisted of a focus on social-emotional outcomes, standards based instruction, emphasizing a growth mindset and teaching structures. Understanding the high expectations surrounding this framework we adopted the motto "Slow and Steady wins the rAce". To motivate our stakeholders for the 2<sup>nd</sup> year of using our framework we added "the AmAZing rAce to the title.

At the end of the 2017-2018 school year teachers participated in a five-question survey to give feedback on the benefits and areas of growth of our Teacher Data Team process. The teacher said they would like more support with common

assessments.

During preplanning the district and school grade data was shared with teachers. The teachers and administrators came to a consensus of the school grade goal of an A for the 2018-2019 school year by setting a goal of 70 percentage points for each reporting category. Teachers also received a new data chart instrument which allows teachers to place students by level so they can readily see which students are in which quintile in FSA ELA and FSA Math.

The school grade data, and parent survey data was discussed at the August School Advisory Council (SAC) Meeting. During this meeting SAC members decided that a focus on improving parent involvement should be included.

During the August faculty meeting teachers gave input and came to consensus on the goals to work towards for the 2018-2019. Each teacher was presented with a draft SIP, during a grade level planning meeting and was asked, “Will you support these goals and action plan for the year?” Each teacher individually agreed.

Members of the SBLT worked towards gathering data needed for the SIP, submitted it for review and submission in the plan and a draft was presented to the SAC at the September meeting.

## **Brevard Public Schools School Improvement Plan 2018-2019**

### **Part 1: Planning for Student Achievement**

#### **RATIONALE – Continuous Improvement Cycle Process**

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Evidence of successful professional practices as measured by IPPAS Dimension I, Elements I, II, and III (Instructional Design and Lesson Planning) and Dimensions 3, Elements IV and V (Instructional Delivery & Facilitation) of the Instructional Staff Evaluation Rubric for the 2016-2017 year. Two year data:

IPPAS	2016-2017	2017-2018	Gain/Difference
DIM I – Element 1 (Setting Instructional Outcomes...)	54% Distinguished	71% Distinguished	17 point Gain
DIM I – Element 2 (Designs Instruction...)	23% Distinguished	34% Distinguished	9 point Gain
DIM I – Element 3 (Design ways to monitor learning...)	23% Distinguished	47% Distinguished	44 point Gain
DIM III – Element 4 (Delivers engaging, challenging...lessons)	34% Distinguished	55% Distinguished	11 point Gain
DIM III – Element 5 (Differentiated Instruction)	23% Distinguished	31% Distinguished	8 point Gain

“A culture will be strong or weak depending on the interactions between people in the organization. In a strong culture, there are many, overlapping, and cohesive interactions, so that knowledge about the organization’s distinctive character — and what it takes to thrive in it — is widely spread” (Shafer, L. (2018).

A four-year analysis of the EDI Insight Survey, listed below, shows an area to celebrate is the growth in the School Cultural Index Percentile Rank. During the 2014 measurement Sherwood was at the bottom 1 percentile among all BPS schools. Sherwood trend line is moving up and is now in the 25<sup>th</sup> percentile.

	2014	2015	2016	2017
Index Percentile Rank	1		10	25
Cultural Index Score	4.8	7.6	6.7	7.8
Learning Environment	5.4	6.3	5.1	7.6
Instructional Plan		7.2	6.3	7.5
Observation/Feedback		5.4	4.4	7.1
Professional Develop	5.3	7.2	6.4	6.9
School Operations		7.5	6.6	7.6
Leadership	4.1	7.1	5	7.4
Academic Expectations		7.5	7.3	8
Workload		3.9	4	5.2
Career Progression		5.4	4.8	7.4
Evaluations	4	5.8	4.6	7.1
Peer Culture	7.3	8	7.6	7.9

### Areas of Improvement

- Sherwood improved providing inclusive educational practices to our students. Sherwood's LRE score improved to 79%.
- Sherwood improved in providing professional development opportunities to our instructional assistants.
- The number of parents participating in the Parent Survey increased by 6 points.
- We exceeded our PBIS goal of earning a Bronze Classification and earned a Gold Classification. The highest classification you can earn.

### Areas of Concerns

- The trend line shows positive growth in school culture and professional practices as measured by the Insight Survey and IPPAS. The area of concern relating to the Insight Survey is the gap between Sherwood and the Top Quartile Schools. The gap ranges from 1 point to 1.8 points.
- Although all elements measured by IPPAS, except for Dimension I Element I Setting Instructional Outcomes, still shows less than 70% of the teachers earned a distinguished. Designing Instruction and Differentiated Instruction showed the slowest growth and continues to be an area of focus.
- Sherwood still struggles with the continuous positive teacher, parent and community engagement. This will continue to be an area of focus.

What are the areas of successful student achievement and what data shows evidence of improvements?

### Area of Successful Student Achievement (Strengths):

- Sherwood's 5<sup>th</sup> grade Science scores gained 20 points.
- Sherwood's 3<sup>rd</sup> grade math Mean score (303) gained 12 points.
- Sherwood's 3<sup>rd</sup> grade ELA Mean score (308) gained 7 points
- Sherwood's 5<sup>th</sup> grade ELA Mean score(322) gained 3 points.
- Sherwood's 6<sup>th</sup> grade math Mean score (331) gained 3 points.
- Over 70% of Sherwood's 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students were proficient in the Language/Editing reporting category.
- Over 80% of Sherwood's 3<sup>rd</sup> grade students were proficient in the Operations, Algebraic, Numbers and base ten reporting category.
- Over 70% of Sherwood's 5<sup>th</sup> grade students were proficient in the Life and Nature of Sciences reporting categories.
- WIDA 53% (14/26) of our English Language Learners made gains.

**What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.**

**Area of concerns with Student Achievement (Opportunities for Growth):**

Area of focus: ELA, Text Based Writing, Science, Physical and Earth Science, Math,

- Sherwood’s Lowest Quintile scores dropped in ELA by 12 points.
- Sherwood’s Lowest Quintile scores dropped in Math by 8 points.
- Sherwood’s ELA proficiency scores dropped by 13 points.
- Sherwood’s Math proficiency scores dropped by 9 points.
- Sherwood’s 5<sup>th</sup> grade Science scores gained 20 points.
- Only 26% of Sherwood’s student with disabilities earned proficient scores in ELA.
- Only 18% of Sherwood’s student with disabilities earned proficient scores in Math.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

Although, Sherwood maintained a grade of B, trend data shows a negative growth rate for our students. When analyzing the professional practice data and student achievement data together we recognized the need to continue to grow with planning standards based lessons to improve instructional delivery of core instruction (Tier I).

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Sherwood’s school improvement focus during the 2017-2018 school year resulted in growth in professional practices and collaborative conversations. Teachers have developed a better understanding of the expectations of standards based instructional practices and supporting our students’ social-emotional health. We will improve the quality and quantity of classroom walkthroughs (CWT) and feedback conversations as well as seek more input from teachers on their professional practice needs. We will continue with horizontal grade level meetings and vertical team meetings and use this information to improve our practices. We will continue to focus on improving our lesson planning and student engagement.

**School-Based Goal:** What can be done to improve instructional effectiveness?

At Sherwood we will continue to build a culture focused on standards-based instruction, with an emphasis on improving lesson planning and delivery of Core Instruction (Tier I), text based writing and Supplemental (Tier II) behavior supports through embedding socio-emotional supports in our curriculum.

**Strategies:** Small number of action oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps to Overcome Barrier</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>In-Process Measure</b>
Consistent Instructional Delivery on Text-Based Writing	1. Use Restate, Answer the Question, Evidence, Cite Evidence, Explain, Sum it Up) (R.A.C.E.S.) to help in organizing written responses.  2. Piloting the i-Ready Writing program with 2nd-5th grades.	1 & 2 Christine Haffner Literacy Coach  3. Activity Teachers, and Literacy Coach	September-April  3. 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> nine weeks	Modeling Lessons  Common Writing Assessments  3. Using the first Quick Write as a baseline and the 2 <sup>nd</sup> as a Progress Monitoring tool.

	3. Implement a Quick Write - Writing Prompt for grades 3-6 during Activity twice a nine-week grading period.			
Designing differentiated tasks and activities	Provide PD and monitor implementation and provide consistent feedback to teachers <ul style="list-style-type: none"> <li>• DI</li> <li>• Mathematical Practices</li> <li>• I-ready</li> </ul>	Karen Ivery, Principal Adrea McDonough, Assistant Principal Christine Haffner, Literacy Coach Classroom teachers	August – May Ongoing	Grade Level Collaborative Planning Meeting  Instructional Practice Guides  Observation, Feedback, Monitoring,  Professional Development
Designing lessons and choosing learning activities that meet the intent of the standards	Collaborative and coaching conversations, using Instructional Planning Guides  Mini PD on Common Assessments  Feedback on Lessons	Administrators and Literacy Coach  Classroom teachers  Christine Haffner, Literacy Coach	August – May Ongoing	Feedback on Lessons
Triangulating Data that accurately Monitors student mastery of learning targets	Continue Conversations about Triangulating Data Provide Mini -PD on Triangulating Data	Karen Ivery, Principal Adrea McDonough, Assistant Principal Christine Haffner, Literacy Coach Classroom teachers MTSS Facilitator	August – May Ongoing	Data Chats  Review Tier I, Tier II, Tier III , instructional practices

**EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:**

Measures the level of implementation of professional practices as a result of school improvement planning.

**Qualitative:**

By the end of the 2018-2019 school year teachers will improve their understanding of how to plan differentiated lessons

and have a better understanding of what Excellent Instruction looks like, as measured by improved scores on the IPPAS.

**Quantitative:** Show baseline data and goals set for the end of the year.

IPPAS	2017-2018	Goal 2018-2019
DIM I – Element 1 (Setting Instructional Outcomes...)	71% Distinguished	<b>72% Distinguished</b>
DIM I – Element 2 (Designs Instruction...)	34% Distinguished	<b>70% Distinguished</b>
DIM I – Element 3 (Design ways to monitor learning...)	47% Distinguished	<b>70% Distinguished</b>
DIM III – Element 4 (Delivers engaging, challenging...lessons)	55% Distinguished	<b>70% Distinguished</b>
DIM III – Element 5 (Differentiated Instruction)	31% Distinguished	<b>70% Distinguished</b>

	2017	Goal 2018
Index Percentile Rank	25	35
Cultural Index Score	7.8	8
Learning Environment	7.6	8
Instructional Plan	7.5	8
Observation/Feedback	7.1	8
Professional Develop	6.9	8
School Operations	7.6	8
Leadership	7.4	8
Academic Expectations	8	8
Workload	5.2	8
Career Progression	7.4	8
Evaluations	7.1	8
Peer Culture	7.9	8

### Qualitative and Quantitative Student Achievement Outcomes:

**Qualitative:** By the end of the 2018-2019 school year all 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students will earn at least 1 point in the writing component of FSA and the trend line will begin to move in a positive direction.

**Quantitative:**

Cells	2016-2017	Change	2017-2018	Change Needed	2018-2019 Target Goal
<b>ELA Proficiency</b>	67%	+3	59%	-8	70%
<b>ELA Learning Gains</b>	60%	+4	49%	-19	51%
<b>ELA Lowest Quintile Gain</b>	57%	+15	35%	-25	51%
<b>Math Proficiency</b>	69%	0	62%	-7	70%
<b>Math Learning Gain</b>	64%	0	54%	-10	65%
<b>Math Lowest Quintile</b>	52%	+5	50%	-2	60%
<b>Science</b>	55%	-6	74%	+19	74%
<b>Total % of 700</b>	424/700 (60%)		383/700 (54%)		441/700 (63%)

## **Part 2: Support Systems for Student Achievement**

### **(Federal, State, and District Mandates)**

**For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.**

Our FSA data for the past three school years highlights the need for rigorous instruction in the following areas: Text Based Writing, Integration of Knowledge and Ideas, and Craft and Structure.

Results of 2017-18 FSA:

3rd grade ELA-67% Level 3 and above,

4th grade ELA-53% Level 3 and above,

5th grade ELA-55% Level 3 and above,

6th grade ELA-57% Level 3 and above.

3rd grade Math-67% Level 3 and above,

4th grade Math--52% Level 3 and above,

5th grade Math-42% Level 3 and above,

6th grade Math -68% Level 3 and above.

Our school wide goal is to reach 70% or higher on the FSA reporting categories.

Sherwood will incorporate the i-Ready ELA and Math diagnostic program, i-Ready ELA online instructional program, READY MAFS, and READY Writing Pilot for 2nd-5th grades. The standards will address reading and writing across the curriculum with the grade level suggestions for utilizing informational and literary passages.

Implement a Classroom observation schedule based on the book Now We're Talking.

**MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.**

1. Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation.

PBIS (Positive Behavior Intervention Support) has been implemented at Sherwood Elementary for the past 2 years. As a result of this implementation we have seen a decrease in the number of discipline referrals that have been addressed by our school administrative staff. We continue to implement our School-Wide expectations, and each staff member has been trained in PBIS; the school’s expectations have been posted throughout the school, including classrooms, hallways, the cafeteria and areas of dismissal. Sherwood Elementary follows the district’s protocol for writing referrals and implementing the necessary consequences. As part of the MTSS process students are referred to our MTSS team and data is collected to determine if a student needs Tier II interventions for behavior. This is done after the teacher has followed the Tier I teaching of the expectations and re-teaching and the behavior has continued.

- Tier II systems that have been implemented at Sherwood are Check-In, Check Out, Individual behavior plans and monitoring of student behavior and progress.
- During the 2017-18 school year, 98% of our students received 0-1 Office Discipline Referrals, 2% received 2-5 ODRs, and 0% received 6 or more ODRs.
- Sherwood Elementary holds monthly PBIS meetings with the PBIS teams which includes administration, teachers and other staff members.
- Monthly discipline reports are shared with staff and we work in any problem areas as noted by the data.

2. List below who monitors the Early Warning System and how often.

The assistant principal, school counselor and school office clerk monitor the EWS on a quarterly basis. Additionally, attendance is monitored on a weekly basis. Absentee phone calls are generated daily using the Black Board Connect system. Students that have been absent three consecutive days within a calendar month and the school has not been able to ascertain the reason for the absences, begin the documentation on the Attendance Referral Form. Those with more than 5 absences are referred to the Assistant Principal to complete the MTSS/Truancy Checklist. Data Team meetings are scheduled monthly to discuss students who are showing signs of concern based upon the EWS indicators.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

<b>Fill in BLANKS with data from 2017-18 School Year - Number of Students</b>								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	11	35	12	20	17	17	19	131
1 or more ISS or OSS	0	0	1	2	1	6	5	15
Level 1 in ELA or Math				11	28	17	21	77
Substantial Reading Deficiency	5	13	1					19
2 or more indicators	3	10	0	3	1	7	4	28



4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

Sherwood's attendance is closely monitored by the assistant principal, clerk and school counselor on a weekly basis. The clerk and assistant principal provide the classroom teacher with an Attendance Referral Form to fill out when students are absent 3 consecutive days or after 5 unexcused absences in a grading period. An IPST team meeting is set up with the counselor, family, and administration to discuss the absences and academic related issues if needed. Teachers were trained on the attendance process in August. Each teacher was given a flow chart of their responsibilities when dealing with attendance issues. They were also given and trained on how to deal with chronic absences and tardy procedures.

Students who receive more than one day of suspension are referred to MTSS and the IPST team. A behavior analyst may also be called for students who are in need of intensive intervention. Students who receive a level 1 on the FSA are provided intervention as part of tier II, Target Practice intervention time in the mornings.

Students who exhibit more than one early warning indicator are discussed as a part of IPST and receive individualized interventions as appropriate. Teachers are asked to place these students on a PMP to address specific strategies and interventions needed for the student to progress.

**PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced)** [Title I Schools may use the Parent and Family Engagement Plan to meet the requirements of this section.](#)

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Sherwood Elementary completed its first Parental and Family Engagement Plan (PFEP) during the 2018-2019 school year. This plan available at the school site, and on the school's website.

Please contact Katharina Ray for further questions regarding the PFEP.

## **STUDENT TRANSITION AND READINESS**

**PreK-12 TRANSITION** [This section used to meet requirements of 20 U.S.C 6314\(b\)\(1\)\(g\).](#)

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (e.g. incoming kindergartners, outgoing 6<sup>th</sup> graders)

Sherwood conducts two Kindergarten readiness events for incoming students prior to entry into Kindergarten. One event is scheduled in the Spring and we invite the students from our PreK classes as well as students from the local day cares. The other event is at the beginning of each school year. Sherwood also houses two PreK VE units and three Head Start units. Students in these units do not necessarily feed into Sherwood Kindergarten. The Head Start Family Liaison works with parents to promote Kindergarten readiness throughout the school year with informational meetings and home visits.

Sixth grade students are presented with many opportunities to prepare for their transition to the middle schools. Choice Schools (Stone, Cocoa Beach) and the feeder chain schools (Johnson & DeLaura) present to sixth grade students in the fall and spring months. Teachers collaborate with middle school guidance departments to properly place students through the use of available data. Sherwood also distributes information from the middle schools to parents via Blackboard Connects, website, PeachJar and newsletter.