

Brevard Public Schools

Sherwood Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	28
V. Reading Achievement Initiative for Scholastic Excellence	28
VI. Title I Requirements	32
VII. Budget to Support Areas of Focus	0

Sherwood Elementary School

2541 POST RD, Melbourne, FL 32935

<http://www.sherwood.brevard.k12.fl.us>

School Board Approval

This plan was approved by the Brevard County School Board on 10/24/2023.

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.

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

Reviewed and updated August 2019.

Faculty and Staff are updating Mission/Vision August 2023.

Provide the school's vision statement.

The vision of Sherwood is to build a high trust collaborative culture that meets the academic and social emotional needs of all students. Reviewed and updated August 2019.

School Leadership Team, 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
Lavelle, Danielle	Assistant Principal	The assistant principal will support all aspects of school improvement. Mrs. LaVelle will support the principal in providing both the vision and mission for the school through continuous collaboration with all stakeholders. She will monitor and lead the work of the MTSS development and ensure all aspects of intervention are implemented with fidelity. Mrs. LaVelle is devoted to increasing school wide academic excellence and will support the implementation of effective instructional strategies through observing, providing actionable feedback and coaching to teachers, and growing community connections.
Marines, Sandra	Principal	The principal, Sandra Marines, is the instructional leader of the school. She focuses on academic excellence for all students and provides a common vision for school improvement and action steps. Ms. Marines leads the Leadership Team with an active role in data-based decision-making and engages stakeholders in collaboration with their school community. Ms. Marines facilitates learning through the use of high quality, standards-aligned materials, intentional teacher planning sessions, and monitors student data. She fosters instructional coaching to build educator capacity, focuses on student performance and individual learning needs, cultivates social-emotional development and a safe learning environment. In accordance with the Brevard Public Schools Strategic Plan 2020-2025, Ms. Marines is devoted to increasing academic excellence, building an exceptional workforce, growing community connections, and continued operational sustainability.
Caddell, Rachel	Other	Rachel Caddell is the Title I Coordinator, serves on the Leadership Team, and is an interventionist. She ensures School Improvement Plan action steps and goals are being carried out for all stakeholders. Mrs. Caddell monitors student progress and analyzes data which provides interventions to the lowest 25th percentile in reading and math. In addition, Ms. Caddell supports Parent and Family Engagement events and other school events.
Reitz, Stacey	Instructional Coach	Mrs. Reitz is the Literacy Coach and serves as a member of the school Leadership Team. She ensures SIP goals are being carried out for all stakeholders and analyzes data which provides interventions to the lowest 25th percentile in reading. Mrs. Reitz supports building educator capacity in the areas of reading, writing, and focused intervention blocks.
Winslow, Anita	School Counselor	Anita Winslow provides support for healthy social and emotional development strategies and programs and is the lead facilitator for the Positive Behavior Interventions and Support (PBIS) program. She ensures compliance for the ESOL and ESE programs. Mrs. Winslow facilitates the MTSS/IPST process and provides support services to parents, teachers, and students throughout the intervention process.

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.

Sherwood's leadership team is dedicated to ensuring all stakeholders are provided with continuous opportunity to review, discuss, and collaborate on school wide data to assist with SIP development and implementation process. During the CNA work over the summer, a team of school leaders reviewed multiple data sources including iReady Diagnostic scores, FAST PM3 scores, Youth Truth Survey, and Parent Survey to determine areas of growth and areas of focus. Through these efforts our team selected targeted goals to continue our work on building a positive school culture, increase student achievement by diving deeper into data trends, and increase vocabulary acquisition by providing rigorous grade level content and consistent student-led discussions. In collaborating and providing input, strategic action steps were developed to drive success in focus areas. The CNA team met with parents, business and community leaders, to review findings and provide recommendations and approval for the direction for areas of improvement. Throughout the 2023-2024 school year the School Advisory Council will be provided with detailed monthly updates on the progress of SIP goals. The SAC is composed of a school administration, teachers and school staff, and business or community leaders.

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))

Our School Improvement Plan will be consistently monitored by both the Leadership Team and all instructional staff through weekly collaborative data meetings, to determine effective practices and the progress of our vision and direction for the school year. In dedicating time to review student academic progress using student achievement scores from Benchmark Unit Assessments, FAST PM 1, 2, and 3, and iReady diagnostic, our instructional staff will be better equipped to address students' achievement gaps across the State's academic standards. In addition, administrators and the instructional coach will continue to communicate the school wide expectations for instruction in all academic areas and support implementation of effective instructional strategies by observing, providing specific actionable feedback and coaching to teachers. The Leadership team will utilize continuous data analysis to verify that instruction is standards based and that the goal is standards mastery across all subjects as aligned with our SIP. Revisions to the plan will be based on data monitoring, and will be made in conjunction with collaborating with stakeholders. Communication will be conducted through monthly SAC meetings and via school-wide newsletter.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	39%
2022-23 Economically Disadvantaged (FRL) Rate	100%

Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
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)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: B
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	7	10	7	8	7	5	0	0	57	
One or more suspensions	4	3	1	5	5	2	6	0	0	26	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	4	7	15	8	0	0	34	
Level 1 on statewide Math assessment	0	0	0	5	11	20	18	0	0	54	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	9	7	25	9	15	2	0	0	69	

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	2	1	2	8	4	6	6	0	0	29

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	5	1	6	0	0	1	0	0	15
Students retained two or more times	0	0	0	2	2	0	0	0	0	4

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	1	10	7	5	5	9	10	0	0	47	
One or more suspensions	1	2	1	3	2	1	3	0	0	13	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	2	7	15	8	0	0	32	
Level 1 on statewide Math assessment	0	0	0	2	10	19	16	0	0	47	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	2	5	3	1	5	0	0	27	

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	0	0	0	1	9	12	9	0	0	31

The number of students identified retained:

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

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	1	10	7	5	5	9	10	0	0	47	
One or more suspensions	1	2	1	3	2	1	3	0	0	13	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	2	7	15	8	0	0	32	
Level 1 on statewide Math assessment	0	0	0	2	10	19	16	0	0	47	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	2	5	3	1	5	0	0	27	

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	0	0	0	1	9	12	9	0	0	31

The number of students identified retained:

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

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	57	61	56	69	62	57
ELA Learning Gains	61	63	61	67	60	58
ELA Lowest 25th Percentile	55	54	52	50	57	53
Math Achievement*	61	60	60	56	63	63
Math Learning Gains	68	64	64	60	65	62
Math Lowest 25th Percentile	53	55	55	39	53	51

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	47	56	51	59	57	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress				100		

* 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)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	31	Yes	1	1
ELL	63			
AMI				
ASN				

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%
BLK	44			
HSP	54			
MUL	50			
PAC				
WHT	62			
FRL	52			

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)

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	57	61	55	61	68	53	47					
SWD	31	45	41	30	43	15	15					
ELL	57	42		71	83							
AMI												
ASN												
BLK	44			44								
HSP	44	61		59	71		33					
MUL	33	43		60	62							
PAC												
WHT	66	65	67	64	68	50	56					
FRL	52	57	52	57	62	48	39					

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	62	62	40	53	65	65	49					
SWD	17	25	20	28	50							
ELL	68			58								

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
AMI												
ASN												
BLK	50			33								
HSP	54	71		44	59		45					
MUL	50			50								
PAC												
WHT	66	53		57	67	80	53					
FRL	58	57	40	47	63	64	44					

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	69	67	50	56	60	39	59					100
SWD	41	59	50	25	41	50	33					
ELL	70	77		50	77							100
AMI												
ASN	90			100								
BLK												
HSP	57	56	45	38	44		27					100
MUL	72	62		53	69							
PAC												
WHT	73	70	50	61	64	44	67					
FRL	62	63	52	46	49	29	39					100

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	62%	59%	3%	54%	8%
04	2023 - Spring	51%	61%	-10%	58%	-7%
06	2023 - Spring	64%	61%	3%	47%	17%
03	2023 - Spring	60%	56%	4%	50%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	83%	67%	16%	54%	29%
03	2023 - Spring	69%	60%	9%	59%	10%
04	2023 - Spring	60%	61%	-1%	61%	-1%
05	2023 - Spring	58%	55%	3%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	57%	-2%	51%	4%

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.

Historically, students in the SWD subgroup have struggled to demonstrate proficiency in comparison to other subgroups. Federal Index scores for SWDs fell below the 41% target, earning only a 31% Federal Index score in 2021-2022. In comparison, Federal Index Scores for other subgroups average 50% or higher: ELLs 63%, Black/African American 44%, Hispanic 54%, Multiracial 50%, White 63%, and Economically Disadvantaged 52%.

According to FSA ELA 2020-2021 overall results, students in the SWD subgroup demonstrated only 17% proficiency. In 2021-2022 students in the SWD subgroup demonstrated a 14% increase, resulting in 31% proficiency. Although the assessment changed from FSA ELA to FAST ELA in 2022-2023, students in the SWD subgroup continued to demonstrate a slight gain (7%), resulting in 38% proficiency. While the data trend indicates positive increases in proficiency levels, the SWD subgroup achievement gap remains a focus at Sherwood. According to raw data results from the FAST ELA 2022-2023 assessment, 4th grade SWDs scored the lowest with only 17% proficiency. In comparison, Grade 3 SWDs scored 38% proficient, Grade 5 SWDs scored 47% proficient, and Grade 6 SWDs scored 43% proficient.

Upon reflection, the team identified several contributing factors affecting Grade 4 SWDs resulting in poor proficiency scores: loss of a certified teacher for more than half of the school year, substitutes without teaching backgrounds, lack of consistency within the learning environment, loss of instructional expertise and teaching methods, loss of acceleration opportunities and increases in time needed to manage student behaviors. In addition, we had new instructional staff on the ESE team.

Additional contributing factors include a lack of collaboration between resource teachers and classroom teachers. Hence, when push in services were being provided there was a disconnect between roles and responsibilities between classroom teachers and ESE teachers. During the ELA Block, Further review of the ESE instructional model highlighted the difficulty ESE teachers had providing services without impacting the designated Target Block for intervention. ESE teachers pushed-in during Target Block; however, this prevented students from accessing additional interventions. When reflecting on classroom schedules, there is a stronger need for teacher commitment on ensuring small group instruction is being done with consistency and fidelity.

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

Based on historical data, ELA Achievement has shown the greatest decline since 2021. On the 2021 FSA, the ELA achievement for grades 3rd through 6th was at 62%. This was a 7% decline from the 2019 FSA data, where overall ELA achievement was at 69%. Since 2021, the score dropped again to 57% showing a 5% decline. On the 2023 FAST PM3, our ELA overall achievement increased only 2% to 59%, showing very moderate growth.

Factors contributing to this decline include the long-term effects of unfinished learning in March 2020 and from virtual learning in 2020-2021 due to COVID-19. This is especially true for students who were in the primary grade levels during this time. Sherwood Elementary had shown an increase in levels of absenteeism across grade levels where it fell from 93% in 2020-2021 to 78.8% in 21-22, to ____ in 22-23.

In addition, insufficient dedication to collaborative grade level planning led to a lack of teacher ownership to the new District lesson plans for ELA. This matched what was shown on our Insight Survey where we dropped from 91% to 85% of teachers marking that they collaborate at least weekly. Our lowest scoring question indicating faculty's belief that student can achieve the academic standard for their grade dropped from 81% to 79%.

When looking at specific assessed areas within ELA Vocabulary continues to be our lowest growth area. This is shown through the i-Ready Diagnostic scores for 21-22, and 22-23.

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.

In looking at grade level and subgroup data sets, 4th grade ELA proficiency shows the greatest gap when compared to the state average. On the ELA FAST PM 3, 4th grade scored a 51% proficiency compared to the state average being 58%.

In looking at cohort data, students in 3rd grade the year prior scored a 49% proficiency on the ELA FSA showing a 3% increase to this year. More specifically, 4th Grade SWD students scored a 16% ELA proficiency. This compares to the 2022-2023 Winter iReady diagnostic where 37% of students scored on grade level, showing a 5% increase from the initial iReady Diagnostic (32%).

As initially stated, an entire 4th grade class was effected by lack of consistent teacher for half of the school year. Substitutes, with the support of our literacy coach, took over classroom instruction until

January resulting in a loss of instructional time and classroom management. In addition the 4th grade students scored the lowest on all components on the 2023 Youth Truth Survey indicating a connection between academic achievement and school culture.

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

According to the 2023 FAST, Sherwood's data component showing the most improvement was the 6th grade cohort Math proficiency. In 2022, this cohort scored a 56% proficiency on FSA Math (+27%). This growth can be attributed to numerous factors including the 6th Grade Math teacher conducting additional tutoring both before and after school in ASP for students in need of extra assistance. In addition, Sixth Grade students were provided with a targeted intervention in math as a way to close math deficiencies.

In accordance with 2023 FSA Science, Sherwood's 5th graders proficiency score went from a 47% in 2022 to a 55% (+8). The improved scores can be attributed having a Science Lab as part of the 5th grade activity schedule at least once a week. This ensured additional time to instruct and review 3rd, 4th, and 5th grade Science Standards. In addition, 5th PENDA use was closely monitored ensuring students completed at least two activities per week with 80% accuracy.

Another key gain was overall 2023 FAST Math achievement.

Another data component that had shown significant improvement was our 3rd Grade ELA proficiency scoring 60% (+11) on 2023 FAST compared to 49% on the 2022 ELA FSA.

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

The increase in absences of 10% or more from 12% last year to 14% this year is a matter of great concern for the Sherwood community. This uptick in significant absences from the 2019-2020 school year, suggests a growing issue that warrants immediate attention. Such a rise could indicate various underlying problems, such as increased family challenges, or a drop in overall student engagement. It not only disrupts the continuity of learning but also poses a risk to the overall well-being of our students. It's essential for us to identify the root causes of this increase and work collaboratively with families and the community to implement strategies that promote consistent attendance and provide support to those facing obstacles that hinder their regular school participation. Addressing this concern promptly is vital to ensure that all our students have the opportunity to thrive academically and socially.

The significant increase in the number of students with substantial reading deficiencies, from 7% in 2021-2022 to 17%, is an alarming concern that demands our immediate attention. Reading is a fundamental skill that serves as the cornerstone of virtually all learning. A deficiency in this area can have cascading effects on a child's overall academic performance, self-esteem, and confidence. Sherwood is focused on taking comprehensive action to identify the reasons behind this increase and implement targeted interventions to support these struggling students. Early intervention is crucial to help bridge this gap and ensure that all our students have the necessary tools to succeed academically and in life.

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

*SWD subgroup ELA Achievement - Below Federal Index at 38% (target of 41%).

*Primary ELA Achievement 49% -Highest need for improvement are Kindergarten and First Grade
K: 44%; 1st: 36% ; 2nd: 69%

*School Community and Culture

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

Based on analysis of raw data from the 2022-2023, Sherwood is below the Federal Index for ESSA subgroup Students with Disabilities. This is the second consecutive year where the score has been below the "Target" of 41% or above. In reading, SWD's had the greatest gap with 38% scoring proficiency as shown on the FAST PM3.

Overall in grades 3rd through 6th, our Students with Disabilities scored at 38% proficiency on the FAST ELA Progress Monitoring 3. According to raw data results, 4th grade SWD's scored the lowest proficiency at 17%. In comparison, Grade 3 SWD's scored 38% proficient, Grade 5 SWD's scored 47% proficient, and Grade 6 SWD's scored 43% proficient.

In grades 3rd through 6th, our SWD scored at 27% proficiency on the FAST Math Progress Monitoring 3. In reviewing the raw data the following percentages of proficiency for each grade level was calculated: 3rd grade 29%, 4th grade 17%, 5th grade 20%, and 6th grade 40%.

Historically, students in the SWD subgroup have struggled to demonstrate proficiency in comparison with other subgroups according to FSA ELA assessment results. In 2020-2021, students in the SWD subgroup only demonstrated 17% proficiency as shown on the FSA ELA. In 2021-2022, students in the SWD subgroup demonstrated a 14% increase in proficiency resulting in 31% proficient. In 2022-2023, students in the SWD subgroup demonstrated a 7% gain resulting in 38% proficiency. Although the trend indicates increases in proficiency, the SWD subgroup achievement gap continues.

Measurable Outcome:

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

Increase Federal Index for Students with Disabilities (SWD) to meet the target of 41% proficiency in both reading and math as measured by the FAST PM3 (end-of year) assessment.

Monitoring:

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

Data Team meetings will meet monthly to disaggregate data regarding common assessments amongst grade levels, including the following:

- * Adhere to BPS Elementary Leading and Learning Instructional Agreements 2023-2024
- * Utilize FAST PM1, PM2, and i-Ready D1/D2 to determine student progress/intervention/acceleration
- * Utilize Unit Assessments from Benchmark Advance (K-5), Savvas (6), Reveal (K-5) and EdGems (6)
- * Engage in the MTSS/RTI process
- * Teachers will dig deeper through item analysis and utilize prerequisite ELA reports to diagnose essential missed learning
- * Plan small group instruction to accelerate student learning and improve Tier I (core) instruction
- * ESSA subgroups will be monitored by teachers and leadership team members
- * Walk Throughs focused on Tier I core

Tier 2 and Tier 3 Intervention Progress Monitoring

- * Observation, feedback and coaching cycles provided by leadership team members
- * Observation focused on implementation of "High Leverage Practices in Special Education" (strategies and practices)

Person responsible for monitoring outcome:

Sandra Marines (marines.sandra@brevardschools.org)

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.)

One of the core components of the "High Leverage Practices in Special Education" is collaboration among general education teachers and support staff servicing SWD. Through team problem solving, instructional and behavioral plans are developed and adjusted based on student data. When teams are meeting regularly, there is a cohesive understanding of student needs and the practices to be in place to increase student learning.

During weekly Collaborative Planning Discussions, the leadership team and instructional coaches will facilitate discussions focused on systematic use of data for instructional decision making, and ensure the targeted standards for core curriculum are fully understood. According to the Council for Exceptional Children, "Teachers who have a deep knowledge of both the content and how students learn the content are more effective in their ability to provide decoding and fluency instruction." (pg. 44).

Administration will conduct walkthroughs and provide feedback using the School Leader's Literacy Walkthrough Tool.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SWD's missed opportunities to engage with complex text and rigorous tasks aligned to grade level standards in the ELA curriculum. Students were not expected to experience the productive struggle necessary to prepare them to engage in rigorous thinking and writing tasks. Additionally, teachers struggled to understand how to disaggregate data specifically related to ESSA subgroups, plan lessons to a depth that provides in-depth understanding of grade level standards, and roles and responsibilities for the inclusion classroom.

Collaborative Planning Discussions will enable all who are working with SWD's to have a deeper knowledge of the standard, content, and curriculum. This will provide opportunity to develop and plan accelerated learning strategies such as scaffolding, building knowledge, and vocabulary. Students will gain an in-depth understanding of the subject matter including the academic vocabulary associated with the topic which through MTSS/IPST and IEP meetings is a current need for SWD's.

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.

Weekly Collaborative Planning with administration and instructional coaches to provide structured planning focused on grade level standards, vocabulary, curriculum, and unit end task in mind.

Person Responsible: Danielle Lavelle (lavelle.danielle@brevardschools.org)

By When: Ongoing throughout the 2023-2024 academic year.

Weekly Data Meetings with general education teachers and ESE resource teachers to problem solve and analyze data sets from district and state wide assessments.

Person Responsible: Stacey Reitz (reitz.stacey@brevardschools.org)

By When: Ongoing throughout the 2023-2024 academic year.

Florida Inclusion Network train faculty and staff on collaborative/co-teaching based on Support Facilitator Model.

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

By When: January 2024

Train faculty and staff on the book "High-Leverage Practices in Special Education" -T1 focusing on the following strategies:

HLP1 (p28-30) - Collaboration with professionals

HLP2 (p30-32) - Organize and facilitate effective meetings with professionals and families

HLP8 (p57-58) - Provide positive and constructive feedback to guide students learning and behavior

HLP12 (p72-73) - Systematically design instruction toward a specific learning goal

HLP14 (p76-78) - Teach cognitive and metacognitive strategies to support learning and independence

HLP15 (p78-80) - Provide scaffolded supports

HLP16 (p80--81) - Use explicit instruction

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

By When: Ongoing training throughout the 2023-2024 academic year.

Rebuild the Master Calendar to support push-in model and teacher small group instruction during the 90 minute Reaing Block.

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

By When: August 10, 2023

Purchase and print instructional materials and supplies to support student achievement including: DBQ printing, comprehension and writing intervention materials, i-Ready Tool Box texts, Top Score Writing as a digital resource for writing support, student planners and data folders, and Magnetic Reading to support primary students in grades K-3. (T)

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

By When: Ongoing throughout the 2023-2024 fiscal 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.

Based on STAR Early Literacy/Reading Assessment scores, grades Kindergarten and First had a decrease in student proficiency scores from PM 1 to PM 3.

Kindergarten = 44% of students scored at/above the benchmark (-9% from PM 1)

First Grade = 34% of students scored at/above the benchmark (-11% from PM 1)

Second Grade = 69% of students scored at/above the benchmark (+5% from PM 1)

The 2023 ELA FAST PM 3 revealed that 59% of students in grades 3-6 earned a level 3 or above, a slight increase of 2% from the 2022 FSA ELA assessment.

2023 Grade Three = 60% proficient (+11 from 2022)

2023 Grade Four = 51% proficient (+1% from 2022)

2023 Grade Five = 62% proficient (+3% from 2022)

2023 Grade Six = 64% proficient (-5% from 2022)

On the FAST ELA PM 3, Grades 3rd-6th, only 38% of SWDs scored proficient.

Sherwood teachers need to strengthen Tier 1 core ELA instruction, implementing explicit and systematic classroom instruction to accelerate student learning. Through increased development and full day planning sessions (TI), teachers will learn about the the K-12 Comprehensive Evidence-Based Reading Plan and the Science of Reading with a focus on the core components of explicit instruction and scaffolded instruction.

Teachers will participate in regular collaborative planning sessions which have a clear structure and focus on B.E.S.T Standards, alignment of benchmarks, resources, student tasks, assessments, and transfer to quality instruction.

Teachers will focus on maximizing academic learning time by evidence of strong routines, procedures, and active student engagement (students doing the work, the thinking, and taking risks).

Teachers will adhere to the BPS Elementary Leading and Learning Instructional Agreements 2023-2024 with a focus on implementing the BPS Vision for Excellent Instruction "evidence of practice" strategies.

Measurable Outcome:

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

Percentage of students at/above proficiency will increase by 5% from STAR PM 1 to PM 3 for grades K-2nd.

By the Spring 2024 FAST, literacy achievement for grades 3rd through 6th will be 62% (an increase of 3% from 2023).

Monitoring:

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

Teachers will utilize the following sources to disaggregate and analyze data, planning for instruction, including;

* STAR Early Literacy and STAR Reading Assessments PM 1 and PM 2 (Grades K-2)

- * FAST ELA Assessment PM 1 and PM 2 (Grades 3-6)
- * i-Ready ELA D1 and D2
- * Walkthrough data utilizing the R.A.I.S.E. Literacy Walkthrough Overview (along with feedback from the Literacy Leadership Team)
- * Required Unit Assessments from Benchmark Advance and Savvas
- * Ongoing progress monitoring from targeted intervention groups based on the District Decision Trees

Person responsible for monitoring outcome:

Sandra Marines (marines.sandra@brevardschools.org)

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.)

- * Explicit instruction
 - Introduces, models and demonstrates new content, concept, or skill clearly and directly
 - Provides visual/auditory examples
 - Frequent opportunities for guided and independent practice
- * Scaffolded instruction
 - Intentional, temporary, support with gradual release
 - Open-ended questions, prompts/cues, breaking down into smaller steps, visual aids, examples and/or encouragement
- * 95% Group (Strong evidence)
 - Aligns with B.E.S.T. Standards and the Foundational Benchmarks under PA
 - Instructional materials and processes geared towards struggling readers and permits teachers to begin instruction at student's lowest skill deficit, with a focus on PA and Phonics
- Corrective Feedback-opportunities for self-correction.

-i-Ready (Promising evidence)

Universal screener with formative data used to differentiate instruction and start data conversations
Rigorous/motivating reading instruction with scaffolding and personalized pathways with precise instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target population as they are:

- * B.E.S.T. Standards Aligned
- * Aligned with the Brevard K-12 Comprehensive Evidence-Based Reading Plan
- * Aligned to BPS Elementary Leading and Learning Instructional Agreements and Vision for Excellence
- * Meet Florida's definition of evidence-based
- * Systematic and/or Explicit
- * Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics
- * Maximize time for PD by infusing small chunks during grade level data and planning sessions

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.

Implement BPS Vision for Excellent Instruction "Evidence Of Practice" to include a focus on:

- *Students engaging in collaborative/cooperative learning activities aligned to the depth of the content/standards
- *Students actively engaging with the content and sharing their thinking through discourse
- *All student responses are academically focused
- *Academic learning time is maximized by evidence of strong routines and procedures within the classroom.

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

By When: Ongoing throughout the 2023-2024 academic year.

Adhere to BPS Elementary Leading and Learning Instructional Agreements 2023-2024 specifically focused on:

- *Strong Tier 1 core instruction to focus on mastery of grade level standards for all students
- *Small group instruction daily for ELA and Math
- *Focus on student discourse, various representations, and immediate corrective feedback
- *Scaffolding - begin with on grade level content and add scaffolds as necessary
- *Student engagement focusing on students doing the work, the thinking, and taking risks

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

By When: Ongoing throughout the 2023-2024 academic year.

Weekly Collaborative Planning with administration and instructional coaches to provide structured planning focused on grade level standards, vocabulary, curriculum, and unit end task in mind. Focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning.

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

By When: Ongoing throughout the 2023-2024 academic year.

Kindergarten through fifth grade teachers will implement the Benchmark Universe curriculum and sixth grade teachers will implement the Savvas curriculum, both align with the B.E.S.T. Standards. Teachers will also utilize i-Ready and 95% Group materials during the intervention process. These materials are systematic and explicit as well as meet Florida's definition of evidence-based materials. Finally, grades K-2 will utilize i-Ready Magnetic Reading Curriculum Associates materials twenty to thirty minutes daily to enhance foundational skills. Grades 3-5 will utilize i-Ready Magnetic Curriculum to support gaps in instruction. All teachers will also be given standards-aligned Collaborative Planning time, Site-based Coach Support, Ongoing PD utilizing Teach like a Champion (these PDs equip teachers with various strategies to increase Academic instruction in ELA), Instructional Expectations, and research-based quality curriculum resources. Pacing and guidance documents for core instruction will be referred to with fidelity to support K-12 implementation.

Person Responsible: Danielle Lavelle (lavelle.danielle@brevardschools.org)

By When: Ongoing throughout the 2023-2024 academic year.

Purchase and print reading instructional materials and supplies to support student achievement including: DBQ printing, comprehension and writing intervention materials, i-Ready Tool Box texts, Top Score Writing as a digital resource for writing support, student planners and data folders, and Magnetic Reading to support primary students in grades K-3. (T)

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

By When: Ongoing throughout the 2023-2024 fiscal year.

#3. 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.

According to the 2023 Youth Truth Survey, the lowest rated themes by students were culture and belonging. The lowest rated question within the themes was, "Do you feel like an important part of your school?" (which is in the Culture theme).

This previous year, beginning in March, Sherwood implemented the RCA House Systems to provide a positive school community focused on unity and belonging. All aspects of the House Systems focus on creating a safe, connected environment for children to learn. Specific strategies gained from attending Professional Learning at RCA promote student led classrooms where there is a consistent high level of student engagement and discourse.

In connection to the learnings gained from RCA, Sherwood will use our school-wide PL opportunities to learn and implement strategies from the book Teach Like a Champion. Teach Like a Champion includes 63 research based techniques that show educators how to create a classroom with high academic expectations, high student motivation and engagement, and how to redirect student behavior through positive and productive means.

In addition, Sherwood faculty will participate in Professional Learning opportunity, Educators Thriving, implemented by BPS' Professional Learning and Development team. This PL provides research-based personal development programs that have demonstrably improved educator well-being in districts across the United States. Participants have reported statistically significant declines in burnout, depression, and anxiety alongside increases in resilience and subjective well-being. Sherwood will receive 6 facilitated sessions beginning in September and commencing in March. During each session, participants will learn about and apply strategies that are empirically proven to increase well-being.

The Professional Learning acquired from attending RCA, Teach Like a Champion and Educator's Thriving, will give teachers the tools to build positive relationships with students and strategies to increase student motivation and engagement, thus improving school culture and student achievement.

Measurable Outcome:

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

On the 2024 Youth Truth Survey, the average for "Culture" will increase from 2.14 to 3.66 (+1.52) based on student ratings (grade 3rd-6th). In addition, the average for "Belonging" will increase for 2.28 to 3.80 (+1.52) based on grades 3rd through 6th student ratings.

Monitoring:

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

- * Monthly PLCs reviewing walk-through and discipline data
- * Survey data including Youth Truth and parent feedback will be analyzed
- * RCA and Leadership team will meet monthly to look at student surveys, observations, and discipline data to ensure growth and progress.

Person responsible for monitoring outcome:

Sandra Marines (marines.sandra@brevardschools.org)

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.)

- *Monthly faculty PLCs are focused on learning and implementing strategies from RCA
- *Teach Like a Champion training for School-Wide Professional Learning for all faculty and staff
- *Morning Meeting built into the master schedule to build positive school culture and classroom family
- *Administration will model, observe, monitor, and provide feedback as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Sherwood Elementary will implement RCA House Systems and Teach Like a Champion strategies to improve the school culture and student achievement. As a school we will commit to learning about the ways to increase student engagement through building stronger instructional practices that directly effect our school culture. We will provide students with a strong sense of belonging by implementing the House System across grade Kindergarten through 6th. We will work on building a School Family and model the Sherwood 22 to provide a cohesive understanding of school wide expectations that involve all learners. Sherwood parents will be invited to attend HOUSE events, plan for community projects, participate in school decision making, and other leadership roles

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.

Teachers will attend School-Wide Professional Learning focused on strategies gained from RCA and the book Teach Like a Champion.

Person Responsible: Danielle Lavelle (lavelle.danielle@brevardschools.org)

By When: Ongoing throughout the 2023-2024 academic year.

RCA team will meet monthly to review progress on RCA House System and discuss further actions needed to strengthen school-wide efforts. They will share new structures with teachers and staff members.

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

By When: Ongoing throughout the 2023-2024 academic year.

Faculty will develop and implement the Sherwood 22 based on the Essential 55. Classroom teachers will role model and teach each of the school wide essentials during the first month of school.

Person Responsible: Danielle Lavelle (lavelle.danielle@brevardschools.org)

By When: Ongoing throughout the 2023-2024 academic year.

Parents and community members will participate in special RCA meetings, participate in community projects, attend meetings/trainings focused on learning about the Essential 55 (life skills and positive school culture), and assist in house events/celebrations. Parents will become essential partners in our "crew with a cause" RCA program at Sherwood. We recognize building a positive school culture will lead to increases in academic achievement and student's sense of belonging.

Person Responsible: Rachel Caddell (caddell.rachel@brevardschools.org)

By When: Ongoing throughout the 2023-2024 school year.

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)).

Sherwood is considered a "Universal RAISE" school in regard to improving first grade proficiency. Supports will be provided through professional development opportunities and District resources will be allocated based on school needs.

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

- 2022-2023 i-Ready Reading Diagnostic 1 results:
Kindergarten 28% (72% not on track to score proficient)
First Grade 18% (82% not on track to score proficient)
Second Grade 36% (64% not on track to score proficient)
- 2022-2023 i-Ready Reading Diagnostic 2 results:
Kindergarten 64% (36% not on track to score proficient)
First Grade 38% (62% not on track to score proficient)
Second Grade 47% (53% not on track to score proficient)
- 2022-2023 FAST Assessment proficiency results:
Kindergarten 44% (56% scored below grade level)
First Grade 34% (66% scored below grade level)
Second Grade 63% (34% scored below grade level)
- Slight variance between overall i-Ready and FAST progress monitoring results
- Kindergarten and First Grade students demonstrate a critical need for additional Tier 1 support and

monitoring

- Teacher planning sessions need to have a clear structure of focus on the alignment of benchmarks, grade level standards, resources, student tasks and learning expectations, assessments, and transfer to instruction

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

On the 2022-2023 FAST Reading Assessment, students in Grades 3-5 performed showing 58% proficiency.

Third Grade 60%

Fourth Grade 51%

Fifth Grade 62%

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

- Measurable Outcome goals will be to demonstrate student proficiency increases between 10% and 20% from each i-Ready Diagnostic administered

- 2023-2024 i-Ready Reading Diagnostic 2 Goals:

Kindergarten increase to 50% proficient

First Grade increase to 40% proficient

2023-2024 i-Ready Reading Diagnostic 3 Goals:

Kindergarten overall proficiency increasing to 52% or above

First Grade overall proficiency increasing to 52% or above

Goal for FAST progress is to increase student proficiency by 20% or more between PM 1 and PM 3 assessment periods.

- 2023-2024 FAST Assessment proficiency goal:

Kindergarten increase to 52% proficient or above (measure at or above the 40th percentile rank)

First Grade increase to 52% proficient or above (measure at or above the 40th percentile rank)

Grades 3-5 Measurable Outcomes

On the 2023-2024 FAST Reading Assessment, students in Grades 3-5 will increase overall proficiency from 58% to 60%.

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.

- I-Ready D1 and D2
- FAST PM1 and PM2
- Learning walks with feedback and follow up
- Benchmark Advance Assessments
- Intervention Data (OPM)
- Intervention instruction to specifically target identified gaps

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lavelle, Danielle, lavelle.danielle@brevardschools.org

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?

Kindergarten through fifth grade teachers will implement the Benchmark Universe curriculum and sixth grade teachers will implement the Savvas curriculum, both align with the B.E.S.T. Standards. Teachers will also utilize i-Ready and 95% Group materials during the intervention process. These materials are systematic and explicit as well as meet Florida's definition of evidence-based materials. Finally, grades K-2 will utilize i-Ready Magnetic Reading Curriculum Associates materials twenty to thirty minutes daily to enhance foundational skills. Grades 3-5 will utilize i-Ready Magnetic Curriculum to support gaps in instruction. All teachers will also be given standards-aligned Collaborative Planning time, Site-based Coach Support, Ongoing PD utilizing Teach like a Champion (these PDs equip teachers with various strategies to increase Academic instruction in ELA), Instructional Expectations, and research-based quality curriculum resources. Pacing and guidance documents for core instruction will be referred to with fidelity to support K-12 implementation.

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?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effective for the target population as they are:

- B.E.S.T. Standards Aligned
- Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
- Meet Florida's definition of evidence-based
- Systematic and/or explicit
- Geared towards struggling readers with an emphasis on Foundational skills such as Phonological Awareness and Phonics

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
<p>Planning</p> <ul style="list-style-type: none"> • Develop content area Planning Protocols (Good to Great Tool) • Develop Collaborative Share Drive to maintain all structured planning tools and resources to provide clarity, common language, and schoolwide expectations • Communicate the expectations for planning with coaches and teachers <p>Literacy Coaching:</p> <ul style="list-style-type: none"> • Coaching Cycles to include observations, feedback, modeled lessons and highly effective teaching strategies, implementation, and follow-up with teachers on new practices • Calendared Collaborative Planning Sessions with Grades K-6 teachers and ESE team • Focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning and mastery of grade level standards • Identify and plan for the supports that teachers will need before, during, and after planning (pre-planning sessions, coaching questions to connect teacher thinking to aligned instruction, etc.) <p>Assessment</p> <ul style="list-style-type: none"> • Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI/PSI • Identify Tier 2 and Tier 3 Students and begin intervention cycles in August • Data chats will occur regularly around Benchmark Advance Assessments, i-Ready, FAST, and intervention OPM <p>Professional Learning</p> <ul style="list-style-type: none"> • Participate in Universal PD led by Tamara Thatcher (Brevard's Regional State Literacy Director) specifically focused on K-2 RAISE identified grade levels • Train on Instruction/Intervention materials geared towards struggling readers with an emphasis on Foundational skills such as Phonological Awareness and Phonics • Identify mentor teachers (Grade Level Champions) and establish model classrooms 	<p>Reitz, Stacey, reitz.stacey@brevardschools.org</p>

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.

Stakeholders will be notified that the school's Schoolwide Improvement Plan (SIP) was approved by the BPS Board and is available to all stakeholders, including school staff, parents/families, and the public. School staff will receive an email notification with documents attached. Staff will also be presented with the SIP in a staff meeting, allowing opportunity for review and discussion. Parents/Families will receive notification via newsletter, website, Focus, and flyer sent home with student(s) in their backpack. We will utilize our school marquee and website to notify the public. Additionally, the public will be notified during a School Advisory Council meeting. All forms of notification will include a link, attachment, and/or hard copy of the approved School Improvement Plan, along with communication stating the School Improvement Plan has been approved and the date of approval.

Title I Resources and Supports (TI)

Title I funding supports one Literacy Coach, one Title I Interventionist & one Instructional Assistant

- Smore License (TI)
- Title I Crate (TI)
- Canva -to create flyers and website materials for parents and students (TI)
- Parent Involvement Resources for parent check-out (academic backpacks) (TI)
- Intervention materials: REWARDS, 95% Group Core Phonics Program, 95% Group Teaching Blending, Heggerty

K & 1, Building Fact Fluency: A Toolkit for Multiplication & Division Grades 3–5 (TI)

- Standards-based field trips to enhance hands-on learning opportunities and mastery of grade level standards to

include Brevard Zoo School, Indian River Lagoon Quest, Kennedy Space Center, St. Augustine, and Orlando

Science Center (TI)

- Substitute coverage for full day planning sessions and data analysis (TI)
- Professional Development focused on increasing academic achievement in reading and math, highly effective

instructional strategies, acceleration, and student critical thinking skills and discourse, and positive school

culture (RCA) (TI)

- Technology for students to include headphones and 4 additional computers for intervention and i-Ready
- Rolling Readers Space Coast program supports students in K-3 with weekly read alouds, emphasis on (TI)

vocabulary, story structures and elements, and one-on-one tutoring services for reading (TI)

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))

Open House, Annual Title I Meeting, Academic Parent Teacher Teams, Parent-Teacher Conferences, interims, progress reports, and FOCUS all provide information regarding curriculum, achievement levels, progress monitoring and assessments. Open House: Provides parents and teachers the opportunity to meet face-to-face and establish a working relationship in the interest of students. It allows teachers to gain parents' support, create a personal connection with them, and establish ways for continued

communication throughout the school. Parents also learn about the school's plan to fulfill our Vision and Mission.

Annual Title I Meeting: Stakeholders are presented with information about the Title I Program, use of funds, curriculum and assessments, Parent and Family Engagement Plan, Compact, and ways to be involved. Access to this information is available to the public on the school website:
<https://www.brevardschools.org/domain/9635>

Academic Parent Teacher Teams (APTT): School staff will work with stakeholders to coordinate engaging events that will provide families with a better understanding of the curriculum and resources to support their child's learning at home. Events will be held in the first and second semesters. (TI)

Parent/Teacher Conferences: Parents will learn the Grade Level Expectations (standards/skills) for their student's grade level. They will also learn activities to use at home to support these standards and skills. Parents are also notified of additional parent resources available for checkout to support academic standards.

Interims/Progress Reports/Focus: Communicate student progress toward meeting grade level expectations.

Staff engages families, students, and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction. Teachers communicate high expectations for all students (e.g., "All students are readers."). Teachers meet in PLCs bi-weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data, in addition to discipline referrals or discipline reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, provide frequent feedback to students, encourage students to be caring and respectful to one another and teachers model such interactions in the classroom.

Leaders demonstrate how those beliefs manifest in the school building:

- Structured planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school
- Students are recognized for positive behavior and classrooms can receive compliment cards when staff catch the class exhibiting S.T.A.R. expectations. (T1)

SAC/PTO - The school has established an infrastructure to support family engagement, such as a decision-making SAC council and PTO. These organizations reach out to families and the community early seeking input from families on how the school can support students and follow up with what's being done as a result. It is a priority for the school to intentionally engage with families of historically underserved students. We recognize the importance of families being involved in a variety of ways in school.

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)

Sherwood Leadership Team has created several ways to strengthen the academic program in the school. The following strategies will increase student achievement this school year:

- Summer Title I academic acceleration program for students in Grades 3-6 (TI)
- Structured, weekly planning in ELA, conducted by the Literacy Coach and leadership team
- Weekly walk throughs with feedback
- Model Classrooms for teachers to visit when needed "Archers in Action"

- Academic Support Program for subgroup students underperforming on SY 22-23 FAST PM3 beginning in September
- Scheduled Math Lab on the activity wheel for students in grades K-6
- Scheduled Science Lab on the activity wheel for students in Grades 4-5
- Focus during planning sessions will be on moving students to small groups in order to provide differentiated instruction and enrichment. A focus on utilizing Benchmark Advanced "readers' theater" materials during the reading block to increase fluency and acquisition of vocabulary
- Professional Development to include FDLRS/ESE trainers for staff to include a focus on supporting Students with Disabilities (SWD) and inclusion models
- Substitute coverage for full day planning sessions and data analysis (TI)
- Rolling Readers Space Coast program supports students in K-3 with weekly read alouds, emphasis on (TI) vocabulary, story structures and elements, and one-on-one tutoring services for reading (TI)

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))

Title IV-Well-Rounded Education/School Safety/Educational Technology: Our school collaborates with the Office of Educational Technology to address the technology needs of our students. We work collaboratively to plan and implement appropriate programs, services and training opportunities for school staff and families. Our School Collaborates with the district to support the comprehensive needs of students, including those identified as Gifted. Students participate in a yearly survey that helps identify student needs beyond academics.

Title IX-Homeless: Our school works collaboratively with the office of Title 1 and the district Homeless Liaison to meet the varying needs of our homeless students' families. Title IX funds provide these families with tutoring, school supplies, and aftercare if needed.

FDLRS/ESE Services: Joint professional development opportunities are provided for staff and training opportunities for parents of Title I ESE students by staff from the Office of Exceptional Education, Title I, and FDLRS. We collaborate to address the exceptional needs of students and families without duplicating services. Preschool Programs (Head Start/VPK) Title 1 funding supplements our VPK program, allowing us to offer full day services for our VPK students and families. These offices work together to coordinate parent training opportunities and transitional services for students entering our school. Activities may include coordinated meetings with ELC, Title I staff, school staff, families, VPK, and kindergarten teachers to discuss specific needs.

School Advisory Council: SAC members assist in the preparation and evaluation (developing and evaluating) of the school improvement plan and to assist the principal with the annual school budget. They provide the school with valuable insight into what families want/need to support students at home and help plan Family Night Workshops that meet the needs of the families, as well as how to allocate Parent Involvement funds. Parent

Teacher Organization: PTO schedules numerous events throughout the school year that help build community and benefit our students' social and emotional needs. The PTO also conducts several fundraisers. Some of the funds raised are used to support learning at home. Community Agencies/

Business Partners: Our community/business partners support families by providing products/services that address our students' academic, social emotional, and basic needs. Their products/services also support our parent/family engagement events focused on ways to directly increase families becoming involved in their student(s) education.

ESSA/CARES Act: Funds are used to provide additional direct support to students before and after school with our Academic Support Program (ASP). Funds are also used to employ substitutes so that teachers can plan for our Academic Parent Teacher Team Nights, which educate parents on how to support academics at home.