

Brevard Public Schools School Improvement Plan 2017-2018

Superintendent:

Asst. Supt. of Leading and Learning:

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K. Jane Cline

Principal Supervisor:

Name of School:

Teresa Wright, Ed.D.

Sherwood

Principal:

SAC Chairperson:

Karen Ivery, Ed.D.

Shyrl Johnson

School Grade History	2016-17: B	2015-16: C	2014-15: B
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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
 Obj.R3 Increase system-wide proactive communications

Mission Statement:

Sherwood Elementary School, in partnership with the community and families, 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.

During the spring of the 2016--2017 school year teachers participated in a district sponsored School Improvement and Professional Development Assessment and a teacher self-efficacy survey to gather data to determine the priorities for professional development.

In the summer of 2017 a team of four (principal, assistant principal, literacy coach and a 6th grade teacher) attended the Standards Institute in Orlando, Florida. Upon analyzing the professional development outcomes and comparing it with school academic and behavioral data a framework was developed that when addressed together would help meet the academic and social-emotional needs of the students. This framework consisted of social-emotional, standards, growth

mindset and structures. We named this framework “Slow and Steady wins the rAce”.

At the beginning of the 2017-2018 school year, teachers participated in a data analysis/chat based on FSA ELA, Math and Science 2.0 assessments.

- The purpose of the data analysis was for teachers to analyze and reflect on their 2016-2017 areas of strength and areas in which growth was indicated based on the Florida standards and for teachers to analyze and reflect on their current students’ areas of strength and areas in which growth was indicated based on the Florida standards.

Based on the new framework, current teachers were asked to participate in another survey to prioritize the professional development opportunities for the 2017-2018 school year. The teachers decided that Growth Mindset, Math (Coherence) and Cooperative Learning should be the priority.

This information and the results of the Parent Survey were presented to the SAC members on September 28, 2017. SAC members were in agreement about the school improvement framework and goals. The SAC committee also wanted to prioritize increasing parent involvement.

Brevard Public Schools School Improvement Plan 2017-2018

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?

School cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents and administrators work together and deal with crises and accomplishments. Cultural patterns are highly enduring, have a powerful impact on performance and shape the ways people think, act and feel (Deal, T. E. and Peterson, K. D. (1999). A three-year analysis of the EDI Insight Survey, listed below, shows an area to celebrate is the growth, albeit slow, in the School Cultural Index Percentile Rank. During the 2014 measurement Sherwood was at the bottom 1 percentile among all BPS schools. Sherwood is now in the 10% percentile.

	2014	2015	2016
Index Percentile Rank			10
Cultural Index Score	4.8	7.6	6.7
Learning Environment	5.4	6.3	5.1
Instructional Plan		7.2	6.3
Observation/Feedback		5.4	4.4
Professional Develop	5.3	7.2	6.4
School Operations		7.5	6.6
Leadership	4.1	7.1	5
Academic Expectations		7.5	7.3
Workload		3.9	4
Career Progression		5.4	4.8

Evaluations	4	5.8	4.6
Peer Culture	7.3	8	7.6

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.

54% of the teachers were Distinguished in Element I (Setting instructional outcomes and alignment of state standards) which shows a 35 point increase from the 2015-2016 school year.

23% of the teachers were Distinguished in Element II (Designs instruction using student prior knowledge and diagnostic student data to build differentiated unit designs and lessons)

23% of the teachers were Distinguished in Element III (Design ways to monitor learning and acquisition of the standards) which shows a 4 point decrease from the previous school year.

34% of the teachers were Distinguished in Dimension 3, Elements IV (delivers engaging challenging and relevant lessons)

23% of the teachers were Distinguished in Dimension 3, Element V (Differentiated Instruction)

Areas of Concern

An area of concern with professional practice, with the exception of Dimension 1 Element 1, is that less than 40% of the teachers are Distinguished in Dimensions 1 and 3

Sherwood still struggles with the continuous positive teacher, parent and community engagement. According to the 2016-2017 Parent Survey, only 59 (12%) of parents participated. 57% of parents completing the survey responded 'No' when asked if they were given the opportunity to provide feedback to the school on important decisions.

Another area of concern as measured by the Insight survey is observation and feedback. Observation and feedback dropped 1 point from the 2015 survey to the 2016 survey. In an October 2017 survey, teachers were asked to state the type of feedback they preferred 66.67% decided they wanted Feed Forward conversations with an option to change and grow before the actual formal observation/evaluation.

Two out of three of the BPIE results were not adequately addressed during the 2016-2017 school year and will remain an area to work towards:

- A need to implement and improve inclusive educational practices
- A need to provide PD to our Instructional Assistants. The PD should include clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms.

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

What are the concerns with student achievement? Provide data to support concerns.

Student Achievement Data has shown several areas of successful practices as measured by results on the state adopted standards assessments. According to the data the following grade levels showed improvement in the following areas:

- 3rd grade students math showed a 24 point increase in the number of students earning levels 3-5
- 4th and 5th grade Math and 5th grade ELA: 4th grade math showed 7 points increase, 5th grade a 1 point increase and 4th grade ELA showed 7 points increase.
- 4th Grade Math showed a 23 point gain in the number of students earning levels 3-5.
- 4th grade ELA showed a 14 point gain in the number of students earning levels 3-5.
- 6th grade ELA showed a 1 point gain in the number of students earning levels 3-5.

According to the data, the following are areas of concern:

- 3rd Grade mean scores in math showed an 11 point decrease and 6th grade showed a 6 point decrease
- 5th grade students earning levels 3-5 in ELA dropped 1 point and 6th grade students dropped 10 points

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps. Sherwood is a school in transition, with demographic changes that are reshaping the culture of the school. The data above is based on the changes occurring within the school and community. The goals, barriers and actions step were written to rebuild/support the changes needed to meet the school’s vision and mission.

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 is in the toddler stage of standards-aligned data driven instruction. Most teachers are comfortable with unpacking the standards but they are still working towards lesson planning with the full intent of the standards. Grade levels are expected to collaboratively plan, administrators and the Literacy Coach conduct CWT to gather information to determine what support is needed and to provide feedback on professional practices.

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

At Sherwood administrators and teachers will work with parents to build a standards based culture, increase student support students social emotional growth and through collaborative planning and professional development opportunities that support both our students’ socio-emotional health and their academic needs in ELA, math and science.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
To observation and feedback <ul style="list-style-type: none"> Discipline which requires Intensive Interventions in primary grades Discipline - 	<ol style="list-style-type: none"> Provide PD on Cooperative Learning/Structures Continue providing PD on PBIS Open a mindset/safe room Solicit the help of district support in the area of discipline 	<ol style="list-style-type: none"> Adrea McDonough, AP PBIS Team School Counselor/Administrators ESE support specialist 	<ol style="list-style-type: none"> Nov – March August – ongoing August Ongoing 	<ol style="list-style-type: none"> Exit Slips Classroom walkthroughs/earn Bronze rating Safe room data Meeting minutes/
Student socio-emotional needs that impact the learning environment or the administrators ability to be Instructional Leaders	<ol style="list-style-type: none"> School counselor taken off of the lunch duty to add more services to students during their lunch time Offer PD on 	1 School Counselor	<ol style="list-style-type: none"> Sept – May 	<ol style="list-style-type: none"> PBIS team minutes and teacher feedback <ol style="list-style-type: none"> Monitor and provide feedback to the teachers using the Big Five Discipline data

	<p>empowerment strategies to help teachers learn how to respond</p> <p>2a. Teachers will create classroom rules that meet school wide expectations and support students socio emotional needs</p> <p>2b. Teachers will give feedback to PBIS team members</p>			<p>Points.</p> <p>2. CWT</p>
Lesson planning and Instructional Delivery does not consistently meet the full intent of the standards	<ol style="list-style-type: none"> 1. Attend Standards Institute 2. Focus on Core Instruction during Collaborative Planning (with non-negotiables) 3. Provide PD on Target, Task, Topic, Text for ELA 4. Provide PD on Coherence – Rigor-Focus – Mathematical Practices 	<ol style="list-style-type: none"> 1 & 2 (SBLT) 3 – Literacy Coach 4 District Math Facilitator will assist. 	<ol style="list-style-type: none"> 1 Summer 2017 2, 3, 4, - Sept – May 	Agendas, meeting minutes, CST, informal and formal observations
Mindsets adjusting to the new normal (more students exposed to chronic poverty)	<p>Action 1: Offer PD to teachers on the effects of poverty.</p> <p>Action 2: Model and Encourage - Positivity/Growth Mindset</p>	Administrators and Teacher Leaders	August 2017-May 2017	<p>A1: Preplanning/Professional Development</p> <p>A2: Faculty Meeting minutes</p>
Relationships between school and home.	<p>A1: Solicit help from District Resource Teacher to help build relationships between teacher and parents</p> <p>A2 – Improve communication between school and home through – Blackboard connect meetings.</p>	<p>A1: Administrators and District Resource Teacher</p> <p>A2: Assistant Principal</p>	<p>A1: November 2017</p> <p>A2: Ongoing</p>	<p>A1: Power point notes</p> <p>A2: Feedback from teachers/and families</p>

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 throughout your school.

- The EDI/Insight survey observation and feedback category will increase from 5.5% to 6.0%.
- By May 2018, 100% of teachers new to Sherwood will have participated in a process for unpacking standards.
- 100% of all content area teachers and administrators will have participated in Math PD that focuses on Coherence, Rigor and Focus.
- We will earn the Bronze Classification for PBIS by May 2018
- 100% of Instructional Assistants will participate in professional development based on their job specifications (i.e Active Supervision, Conscious Discipline, CEB during early release Wednesdays.
- 50% of the lowest quintile students will make learning gains in math and ELA
- 59% of students will meet high standards in Science

Qualitative and Quantitative Student Achievement Outcomes:

With the increase in trusting, collaborative relationships and professional practices among all staff, school data will stabilize as measured by the decrease drop of students meeting high standards and an increase in students in the lowest quintile to make learning gains. (50% of the lowest quintile will make learning gains)

We will also cease to see a decrease in proficiency levels in math from one grade level to the next as measured by the District Math Assessment.

Progress will be monitored throughout the year through QLA, I station, FAIR, Math District Assessments, grade level meetings using Target, Task, Topic and Text format, CWT and informal observations. Quantitative/qualitative data will be discussed during collaborative planning meetings and qualitative data will be gathered bi-monthly classroom walk-throughs and observations are completed. This data will include FAIR results as well as district assessments in reading and math. Student data will be discussed during Target Practice and at scheduled data team meetings and interventions will be utilized when appropriate with accordance of our MTSS protocol.

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 2016-17 and a description

of changes you intend to incorporate to improve the data for the year 2017-18.

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.

Our MTSS school based leadership team consists of our principal, assistant principal, literacy coach, teachers specializing in our content areas, and our guidance counselor. Our school psychologist, behavior analyst, ESE support specialist, and speech/language pathologist are also part of our team when an area being assessed involves their area of expertise. This year we have modified our Walk to Intervention blocks, called “Target Practice.” Target Practice uses teachers and non-classroom staff to provide intensive intervention to students at Sherwood. The Master Schedule was created to include a block of time for tier two intervention “Target Practice” for reading or math. The school based MTSS team uses the 4 step problem solving process to make informed decisions concerning school wide implementation and changes to instruction, curriculum, and environment based on data. This team meets monthly to discuss current trends seen among assessments. Teacher Data Teams meet every month to discuss the progress of students based on assessments and their intervention data. Students who are still not responding are sent to the Individual Problem Solving Team, which focuses on problem solving for the individual learner. Movement between the tiers will be based upon data collected.

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 generate 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 2016-17 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 2017-18:

Fill in BLANKS with data from 2016-17 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	31	25	25	24	20	28	26	179
1 or more ISS or OSS	5	3	3	3	4	2	2	27
Level 1 in ELA or Math				20	8	19	13	60
Substantial Reading Deficiency	21	2	1					24
2 or more indicators	10	2	1	15	6	10	10	54

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 Foorm 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 INVOLVEMENT: (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?

Best practices in family and community involvement include implementing a calendar where parents can keep track of important events like parent conferences, award programs, curriculum nights, and family nights. Four family events were implemented during the 2016-2017 school year, Dads Take your child to school day, the mother/son bash, the father/daughter dance and a spooghetti dinner.

Two areas of growth, as measured by the 2016-2017 Parent Survey, will focus on increasing parent communication and participation (only 12% of parents participated in the survey) and increasing parent input in decision making (57% of parents responded No, when asked if they were given the opportunity to provide feedback to the school on important decisions).

Strategies to address these concerns:

- Increase parent participation in PTO
- Increase opportunities for parents to engage in school activities. This year each classroom was asked to recruit a homeroom parent.
- Increase parent participation in SAC
- Continue with a quarterly Principal tea
- Increase the number of parent workshops for the Zoo program

Increase the type of communication home: continue with the Sherwood Herald but also use more Blackboard Connect and Edline.

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.

Sherwood conducts two Kindergarten readiness nights prior to entry into Kindergarten. One night is scheduled in May and another in August. Sherwood also hosts two PreK VE units and two Federally Funded 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.