

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: SHERWOOD ELEMENTARY SCHOOL

District Name: Escambia

Principal: Larry Knight

SAC Chair: David Vaughn

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Larry Knight	Elementary Education, Educational Leadership,	1	7.5	<p>Sherwood Elementary School School Grade: 2011-2012 (C)</p> <p>High Standards: 2011-2012 (R-50, M-45, S-40, W-70)</p> <p>Learning Gains: 2011-12(R-61,M-54)</p> <p>Lowest 25%: 2011-12(R-57,M-64)</p> <p>Cordova Park Elementary School Grade: 2010-11 (A)</p> <p>High Standards: 2010-11(R-89,M-89,S-58)</p> <p>Learning Gains: 2010-11(R-75,M-71)</p>

		Principalship K-12			Lowest 25%: 2010-11(R-71,M-60) AYP School Summary: 2010-11 - No (90%) Cordova Park Elementary School Grade: 2009-10 (A) High Standards: 2009-10(R-89,M-87,S-62) Learning Gains: 2009-10(R-64,M61) Lowest 25%: 2009-10(R-54,M65) AYP School Summary: 2009-10 - No (90%)
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Utilize START teachers.	Principal	On-going	
2	Hire NCLB Highly Qualified Teachers	Principal	On-Going	
3	Assign consulting teacher(CT) for first year teachers.	Principal	On-Going	
4	Assign veteran teachers to experienced teachers new to the school worksite (mentors/buddy)	Principal	On-Going	
5	Regular Meetings of New Teachers with Principal	Principal	On-Going	
6				

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 Teacher teaching out of field	Teacher is enrolled in ESOL certification classes for the 2012-2013 school year.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
30	6.7%(2)	53.3%(16)	26.7%(8)	43.3%(13)	53.3%(16)	96.7%(29)	3.3%(1)	13.3%(4)	26.7%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
START Program Teacher- Charlene May (Georgia Seltz-School Based)	Joshua Steele	New Teacher	Scheduled meetings and observations each nine weeks. Paperwork is submitted by START teacher. This paperwork is submitted to our district contacts at the end of the school year. The Administrative Team at Sherwood keeps frequent contact with our new teachers/staff through the means of classroom walkthroughs and monthly meetings.
START Program Teacher- Charlene May (Jennifer Smith-School Based)	Megan Merritt	New Teacher	Scheduled meetings and observations each nine weeks. Paperwork is submitted by START teacher. This paperwork is submitted to our district contacts at the end of the school year. The Administrative Team at Sherwood keeps frequent contact with our new teachers/staff through the means of classroom walkthroughs and monthly meetings.
Maderia Wallace	Angel Middlestadt	New to Sherwood; Mrs. Wallace is the grade level Chair	Weekly meetings, on call for assistance when needed
Antoinette Allsopp	Julie Case	New To Sherwood; Mrs. Allsopp is the grade level chairperson	Weekly meetings, on call for assistance when needed
Maderia Wallace	Rhonda Kaddour	New to Sherwood; Mrs. Wallace is the grade level chairperson	Weekly meetings, on call for assistance when needed

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Sherwood Elementary School receives support through Federal, State, and local programs. Title I funds of \$149,760, are used to provide additional personnel at the school level to support the classrooms. This year funds are being used to purchase a curriculum coordinator position, a teacher assistant position and a resource teacher position. Funds are also used to purchase resources and materials to supplement classroom instruction. Services are also provided to ensure students requiring additional remediation are assisted through after school programs.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there is one migrant student attending Sherwood Elementary School. This student is a high achieving student and is currently receiving no services that are not offered to all students. This student's progress is being monitored. Interventions will take place if this student's progress begins to decline.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional Development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate or are in the process of completing this endorsement. Our school is not an ESOL Center, but we serve 2 ELL students. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 2 students at our school. This teacher assists both the classroom teacher and the ELL student.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I District Office. At Sherwood we have identified 33 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI funds for the 2012-2013 school year are \$6,176. These funds will be used to help fund personnel to provide tutoring for students. These personnel will work under the supervision of our resource teacher.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. This school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title 1 District Office. This program is not applicable to our school.

Head Start

There are three modular buildings hosting Head Start Pre-Kindergarten students. The district allows these units to be on our campus however, the program is completely self contained and operates independently of Sherwood Elementary.

Adult Education

Evening programs are offered at all of our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

Sherwood Elementary has traditionally held "Career Day" where community professionals come to our campus to promote career awareness.

Job Training

Not Applicable

Other

Not Applicable

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RTI)

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Larry Knight - Principal, David Vaughn – Curriculum Coordinator, Monya Curtis - Guidance Counselor, Amy Engesser- School Psychologist, Kathleen Halphen– Speech/Language Pathologist, Ila Harvey – RTI Resource Teacher, and Amanda Chaffee – ESE Resource Teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based RTI leadership team consists of:
Principal / Curriculum Coordinator/Guidance Counselor: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school-based RTI plans and activities.
General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.
ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teacher.
RTI Resource Teacher: Identify systematic patterns of the student's needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.
School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.
Speech Teacher: Educates the team in the role of language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The Leadership Team will meet once per month to engage in the following activities:
Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Go Math! Assessment, Florida Comprehensive Assessment Test (FCAT), Write Score!
Progress Monitoring: PMRN, Go Math! Assessments, DRA, STAR, Successmaker, Write Score!

Midyear: FAIR, Go Math! Assessment, Write Score!
End of Year: FAIR, FCAT, Go Math! Assessment

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and small sessions throughout the school year. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

The support will come from the School Leadership Team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

At Sherwood Elementary School the Literacy Leadership Team (LLT) is referred to as the Reading Leadership Team (RLT). The school-based Literacy Leadership Team is composed of the principal, RtI resource teacher, media specialist, curriculum coordinator, and teacher representation from each grade level.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The school-based Literacy Leadership Team meets monthly. Prior to the meeting, the curriculum coordinator, RLT Chairperson and principal will discuss the focus of the meetings. Teachers also have the opportunity for input for the meeting through the grade level representation.

What will be the major initiatives of the LLT this year?

1. Strategies to ensure that all students make a learning gain in reading.
2. Refining questioning techniques as modeled in PD360.
3. Refining Beverly Tyner Guided Reading Model in K-2.
4. Refining Daily 5 Reading Model in grades 3-5
4. Reading and Interpreting FAIR data.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The Head Start program has four units located on our school campus. We will work with the Head Start program to provide pre-kindergarten students an opportunity to visit kindergarten classrooms and tour the school prior to the end of the year. During the first semester, kindergarten teachers will conference with parents on expectations and curriculum for the upcoming year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Not Applicable

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Not Applicable

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Not Applicable

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of students in grades 3-5 scoring Level 3 or above on the 2013 FCAT 2.0 will increase by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 50 percent of the students were proficient on the administration of the 2012 FCAT 2.0 Reading test	The percent of students in grades 3-5 scoring Level 3 will increase by one percentage points when compared to the 2012 FCAT Reading 2.0 Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fluency	Small Group Differentiated Instruction	Classroom Teacher	OPM for fluency	Data from OPM FAIR
2	Fluency Rate	Small Group Differentiated Instruction Fluency Practice Tyner Model in grades K-2 Intervention Block	Classroom Teacher, RTI Resource Teacher	OPM for Fluency	Data from OPM FAIR
3	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Intervention Block Reading Eggs Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RTI Resource Teacher	OPM for Comprehension Waterford and SME	OPM Data FAIR Data Reading Eggs and SME Reports 2013 FCAT Reading Results
4	Decoding Skills	Tyner Model in K-2 Small Group Differentiated Instruction Reading Eggs Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RTI Resource Teacher, ESE Teachers	OPM for Decoding Waterford and SME	Data from OPM FAIR Data Reading Eggs and SME Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students in grades 3-5 scoring Level 4 or Level 5 on the 2013 FCAT 2.0 Reading will increase by one when compared to the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 11 percent of the students scored Level 4 or Level 5 on the administration of the 2012 FCAT 2.0 Reading test.	The percentage of students in grades 3-5 scoring Level 4 or Level 5 on the 2013 FCAT 2.0 Reading will increase by one when compared to the 2012 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading Comprehension	Enrichment Activities Literature Circles Waterford Computer Program in grades K-2 SuccessMaker in grades 3-5 Small Group Differentiated Instruction Cooperative Learning Strategies	Classroom Teachers	Waterford and SuccessMaker	Waterford and SuccessMaker Reports 2011 FCAT Reading Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, fifty-eight percent of the students made a learning gain on the administration of the 2010 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, sixty-nine percent of the students made a learning gain on the administration of the 2011 FCAT 2.0 Reading test.	On the 2012 FCAT 2.0 Reading test the percentage of students in grades 3-5 making a learning gain will increase by one when compared to the 2010 FCAT Reading test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fluency Rate	Small Group Differentiated Instruction Fluency Practice Tyner Model in grades K-2 Intervention Block	Classroom Teacher, RTI Resource Teacher	OPM for Fluency	Data from OPM FAIR
2	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Intervention Block Waterford Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RTI Resource Teacher	OPM for Comprehension Waterford and SME	OPM Data FAIR Data Waterford and SME Reports 2013 FCAT Reading Results
3	Decoding Skills	Tyner Model in K-2 Small Group Differentiated Instruction Waterford Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RTI Resource Teacher	OPM for Decoding Waterford and SME	Data from OPM FAIR Data Waterford and SME Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2013 FCAT 2.0 Reading test, the percentage of the lowest 25% of students in grades 3-5 making a learning gain will increase by one when compared to the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, fifty-seven percent of the students in the Lowest 25% made a learning gain on the administration of the 2012 FCAT 2.0 Reading test	On the 2013 FCAT 2.0 Reading test, the percentage of the lowest 25% of students in grades 3-5 making a learning gain will increase by one when compared to the 2012 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fluency Rate	Small Group Differentiated Instruction Fluency Practice Tyner Model in grades K-2 Intervention Block	Classroom Teacher, RtI Resource Teacher	OPM for Fluency	Data from OPM FAIR
2	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Intervention Block Reading Eggs Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RtI Resource Teacher	OPM for Comprehension Reading Eggs and SME	OPM Data FAIR Data Reading Eggs and SME Reports 2012 FCAT Reading Results
3	Decoding Skills	Tyner Model in K-2 Small Group Differentiated Instruction Reading Eggs Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RtI Resource Teacher	OPM for Decoding Reading Eggs and SME	Data from OPM FAIR Data Reading Eggs and SME Reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years Sherwood will reduce their achievement gap by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	64	68	71	75	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the 2013 FCAT 2.0 Reading test, the percentage of students in the AMO subgroups of African American and White making annual measurable objectives in Reading will increase by one.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, forty-seven percent of the students in the AMO subgroup of African American and sixty-nine percent of the subgroup white made annual measurable objectives on the administration of the 2012 FCAT 2.0 Reading test	On the 2013 FCAT 2.0 Reading test, the percentage of students in the AMO subgroups of African American and White making annual measurable objectives in Reading will increase by one.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fluency Rate	Small Group Differentiated Instruction Fluency Practice Tyner Model in grades K-2 Intervention Block	Classroom Teacher, RtI Resource Teacher	OPM for Fluency	Data from OPM FAIR
2	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Intervention Block Reading Eggs Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RtI Resource Teacher	OPM for Comprehension Waterford and SME	OPM Data FAIR Data Waterford and SME Reports 2013 FCAT Reading Results
3	Decoding Skills	Tyner Model in K-2 Small Group Differentiated Instruction Reading Eggs Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher	OPM for Decoding Waterford and SME	Data from OPM FAIR Data Waterford and SME Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		The percentage of students in the AMO subgroup of SWD making annual measurable objectives in Reading on the 2013 FCAT will increase by one.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grades 3-5, forty percent of the students in the AMO subgroup of SWD made annual measurable objectives on the administration of the 2012 FCAT 2.0 Reading test		The percentage of students in the AMO subgroup of SWD making annual measurable objectives in Reading on the 2013 FCAT will increase by one.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fluency Rate	Small Group Differentiated Instruction Fluency Practice Tyner Model in grades K-2 Intervention Block	Classroom Teacher, RtI Resource Teacher	OPM for Fluency	Data from OPM FAIR
2	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Intervention Block Reading Eggs Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RtI Resource Teacher	OPM for Comprehension Waterford and SME	OPM Data FAIR Data Waterford and SME Reports 2012 FCAT Reading Results
3	Decoding Skills	Tyner Model in K-2 Small Group Differentiated Instruction Waterford Computer Program in grades K-2	Classroom Teacher, RtI Resource Teacher	OPM for Decoding Waterford and SME	Data from OPM FAIR Data Waterford and SME Reports

	SuccessMaker in grades 3-5		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of students in the AMO subgroup of Economically Disadvantaged making annual measurable objectives in Reading on the 2013 FCAT will increase by one.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, fifty-sevenpercent of the students in the AMO subgroup of Economically Disadvantaged made annual measurable objectives on the administration of the 2012 FCAT 2.0 Reading test.	The percentage of students in the AMO subgroup of Economically Disadvantaged making annual measurable objectives in Reading on the 2013 FCAT will increase by one.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fluency Rate	Small Group Differentiated Instruction Fluency Practice Tyner Model in grades K-2 Intervention Block	Classroom Teacher, RtI Resource Teacher	OPM for Fluency	Data from OPM FAIR
2	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Intervention Block Reading Eggs Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RtI Resource Teacher	OPM for Decoding Waterford and SME	Data from OPM FAIR Data Waterford and SME Reports
3	Decoding Skills	Tyner Model inK-2 Small Group Differentiated Instruction Reading Eggs Computer Program in grades K-2 SuccessMaker in grades 3-5	Classroom Teacher, RtI Resource Teacher	OPM for Decoding Waterford and SME	Data from OPM FAIR Data Waterford and SME Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Cooperative Learning	All	Principal and Select Teachers	School Wide	October 19, 2012	Grade Level Meeting Notes, Classroom Observations	Principal
Student Engagement-Strategy of the Month	All	Principal and Select Teachers	Schoolwide	Monthly	Grade Level Meeting Notes, Classroom Observations	Principal
Trick or Treating for Reading Tips	K-5/Reading	Teachers	K-5, ESE	October 24, 2012	Classroom Observation	Principal
Jan Richardson Small Group Strategies	3-5	Reading Dept.	3-5 Teachers	November 2012	Classroom Observation	Principal
Tyner Strategies	K-2	Reading Dept.	K-2 Teaches	November 2012	Classroom Observation	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Intervention Program	Reading Eggs and SuccessMaker	Title I	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Cooperative Learning Training	Cooperative Learning Training	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Reading Instruction	RtI Resource Teacher	Title I	\$55,652.00
			Subtotal: \$55,652.00
			Grand Total: \$61,652.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
N/A	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	N/A
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2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	
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2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students in grades 3-5 scoring Level 3 or above will increase by at least one percentage point on the 2013 FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 45% of students scored Level 3 or above on the 2012 FCAT 2.0 Math Test	The percentage of students in grades 3-5 scoring Level 3 or above will increase by at least one percentage point on the 2013 FCAT 2.0 Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Math Content	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results Fastt Math Reports
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT 2.0 Math Results Fastt Math Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The percent of students in grades 3-5 scoring Level 4 or Level 5 on the 2013 FCAT Math Test will increase by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 14 % of students scored Level 4 or 5 on the 2012 FCAT 2.0 Math Test	The percent of students in grades 3-5 scoring Level 4 or Level 5 on the 2013 FCAT Math Test will increase by one percentage point.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Math Content	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5	Classroom Teacher Principal Curriculum Coordinator	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results Fastt Math Reports
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5	Classroom Teacher Principal Curriculum Coordinator	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results
	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities Cooperative Learning	Classroom Teacher Principal Curriculum Coordinator	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs	SME Reports FCAT Math Results Fastt Math Reports

3		Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5		Grade Level Meetings	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students in grades 3-5 making a learning gain on the 2013 FCAT Math Test will increase by one.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 54% of the students made a learning gain on the administration of the 2012 FCAT 2.0 Math Test	The percentage of students in grades 3-5 making a learning gain on the 2013 FCAT Math Test will increase by one.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Math Content	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results Fastt Math Reports
	Comprehension of Word	Small Group Instruction	Classroom Teacher	Teachers will submit SME	

2	Problems	Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5	Principal Curriculum Coordinator RTI Resource Teacher	and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results Fastt Math Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of the lowest 25% of students in grades 3-5 making a learning gain on the 2013 FCAT Math Test will increase by one.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 64% of the students in the Lowest 25% made a learning gain on the administration of the 2012 FCAT 2.0 Math test.	The percentage of the lowest 25% of students in grades 3-5 making a learning gain on the 2013 FCAT Math Test will increase by one.

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Math Content	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5 CIM Focus Lessons	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results Fastt Math Reports
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 CIM Focus Lessons	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5 CIM Focus Lessons	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results Fastt Math Reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In six years Sherwood will reduce their achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	61	65	69	73	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of students in grades 3-5 in the AMO subgroup of African America and White, making annual measurable objectives in Math on the 2013 FCAT 2.0 will increase by one.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 3-5, 43% percent of the students in the AMO subgroup of African American, 65% percent of the students in the AMO subgroup of White, made annual measurable objectives on the administration of the 2012 FCAT 2.0 Math test

The percentage of students in grades 3-5 in the AMO subgroup of African American and White, making annual measurable objectives in Math on the 2013 FCAT 2.0 will increase by one.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Math Content	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5 CIM Focus Lessons	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results Fastt Math Reports
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 CIM Focus Lessons	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results Fastt Math Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of students in grades 3-5 in the AMO subgroup of Students With Disabilities making annual measurable objectives in Math on the 2013 FCAT 2.0 will increase by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 52% of the students in the AMO subgroup of SWD made annual measurable objectives on the administration of the 2012 FCAT 2.0 Math test.	The percent of students in grades 3-5 in the AMO subgroup of Students With Disabilities making annual measurable objectives in Math on the 2013 FCAT 2.0 will increase by one percentage point.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Math Content	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results Fastt Math Reports
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results Fastt Math Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of students in the AMO subgroup of Economically Disadvantaged making annual measurable objectives in Math on the 2013 FCAT 2.0 will increase by one.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 54% of the students in the AMO subgroup of Economically Disadvantaged made annual measurable objectives on the administration of the 2012 FCAT 2.0 Math test	The percentage of students in the AMO subgroup of Economically Disadvantaged making annual measurable objectives in Math on the 2013 FCAT 2.0 will increase by one.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Math Content	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5 Fastt Math Computer for K-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results Fastt Math Reports
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities Cooperative Learning Strategies SuccessMaker for Grades 3-5	Classroom Teacher Principal Curriculum Coordinator RTI Resource Teacher	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports FCAT Math Results

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Cooperative Learning	All	Principal and Select Teachers	School Wide	October 19, 2012	Grade Level Meeting Notes, Classroom Observations	Principal
Student Engagement-Strategy of the Month	All	Principal and Select Teachers	School Wide	Monthly	Grade Level Meeting Notes, Classroom Observations	Principal
Touch Math Program	ALL	Ramona Wright	school Wide	November 2012	Grade Level Meeting Notes, Classroom Observations	Principal
Harcourt Small Group Activity Refresher	ALL	Ramona Wright	School Wide	December 2012	Grade Level Meeting Notes, Classroom Observations	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention Skills	Touch Math	Title I/Internal Funds	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention/Enrichment Program	SuccessMaker	Title I	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Intervention for Struggling Students	Tutors	SAI	\$6,176.00
			Subtotal: \$6,176.00
			Grand Total: \$7,676.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	There will be a one percentage point increase in the percentage of students scoring Level 3 or above on the 2013 FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 40% of students scored Level 3 or above on the 2012 FCAT Science Test.	There will be a one percentage point increase in the percentage of students scoring Level 3 or above on the 2013 FCAT 2.0 Science Test.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Content Knowledge	Integrating Science Content into Core Subjects. Cooperative Learning Strategies Science Content taught in all grade levels each week. Waterford Computer Program Science Lab on a regular rotation	Principal Classroom Teacher	Write Score Science Waterford Computer Program Teacher Observation	Write Score Reports Waterford Reports Science Assessments 2012 Science FCAT Results
2	Comprehension of Science Content	Integrating Science Content into Core Subjects. Cooperative Learning Strategies Science Content taught in all grade levels each week. Waterford Computer Program Science Lab on a regular rotation	Principal Classroom Teacher	Write Score Science Waterford Computer Program Teacher Observation	Write Score Reports Waterford Reports CIM Assessments Science Assessments 2012 Science FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	There will be a one percentage point increase of students scoring Level 4 or Level 5 on the 2013 FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grade 5, 7 % of students scored Level 4 or Level 5 on the 2012 FCAT Science Test.	There will be a one percentage point increase of students scoring Level 4 or Level 5 on the 2013 FCAT 2.0 Science Test.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Content Knowledge	Integrating Science Content into Core Subjects. Cooperative Learning Strategies Science Content taught in all grade levels each week. Waterford Computer Program Science Lab on a regular rotation FCAT Explorer (Science) for 5th Grade	Principal Classroom Teacher	Write Score Science Waterford Computer Program Teacher Observation FCAT Explorer	Write Score Reports Waterford Reports FCAT Explorer Reports Science Assessments 2012 Science FCAT Results
2	Comprehension of Science Content	Integrating Science Content into Core Subjects. Cooperative Learning Strategies Science Content taught in all grade levels each week. Waterford Computer Program Science Lab on a regular rotation FCAT Explorer (Science) for 5th Grade	Principal Classroom Teacher	Write Score Science Waterford Computer Program Teacher Observation FCAT Explorer	Write Score Reports Waterford Reports Science Assessments FCAT Explorer Reports 2012 Science FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cooperative Learning	ALL	Principal and Select Teachers	School Wide	October 19, 2012	Grade Level Meeting Notes, Classroom Observations	Principal
Student Engagement-Strategy of the Month	ALL	Principal and Select Teachers	School Wide	Monthly	Grade Level Meeting Notes, Classroom Observations	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring	Write Score!	Title I	\$1,100.00
			Subtotal: \$1,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide material for science lab	Science Lab Material	Science Lab Budget	\$476.00
			Subtotal: \$476.00
			Grand Total: \$1,576.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	The percent of students scoring level 3.0 or higher on the 2013 FCAT Writing Test will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 4, 70% of students scored 3.0 or higher on the 2012 FCAT Writing Test.	The percent of students scoring level 3.0 or higher on the 2013 FCAT Writing Test will increase by one percent.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of Subject Matter	Students will receive instruction on the writing process daily.	Classroom Teacher	Monthly Writing Prompts, Write Score Writing	2012 FCAT Writing Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Step Up to Writing Program	K-5	L.A. Representative	K-5 Teachers	September 2012	Grade Level Meeting Notes, Classroom Observations	Principal
FCAT Writing Update	2-4	Brian Spivey	Grades 2-4	November 2012	Grade Level Meeting Notes, Classroom Observations	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring	Write Score! Testing	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Sherwood Elementary's average daily attendance rate will increase by 0.2% as compared to the 2011-2012 average daily attendance rate.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
During the 2011-2012 school year, Sherwood's average daily attendance rate was 94.2%.		Sherwood Elementary's average daily attendance rate will increase by 0.2% as compared to the 2011-2012 average daily attendance rate.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
During the 2011-2012 school year, 212 students had ten or more absences.		Sherwood Elementary will decrease the number of students with 10 or more absences by 20 as compared to the 2011-2012 school year.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
During the 2011-2012 school year, 150 students had ten or more tardies.		Sherwood Elementary will decrease the number of students with ten or more tardies by 10 as compared to the 2011-2012 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Transportation	Communicate expectations to parents/guardians	Principal, Classroom Teacher, Guidance Counselor	Attendance/Tardy Information	Reports from TERMS
2	Understanding importance of attendance in school and being on time.	Communicate expectations to parents/guardians in newsletters, phone calls, home visits and Attendance Child Study Meetings	Principal, Classroom Teacher, Guidance Counselor, School Social Worker	Attendance/Tardy Information	Reports from TERMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	During the 2009-2010 school year, there were 38 in-school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year, there were 16 in-school suspensions.	Sherwood Elementary will decrease or maintain the number of in-school suspensions as compared to the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011-2012 school year 16 students were assigned in-school suspension.	Sherwood Elementary will decrease or maintain the number of in-school suspensions as compared to the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-2012 school year there were 78 incidents of out-of-school suspensions.	Sherwood Elementary will decrease the number of out-of-school suspensions by 5.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-2012 school year there were 42 students assigned out-of-school suspensions.	Sherwood Elementary will decrease the number of out-of-school suspensions by 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Involvement	Establish Communication with parents at the beginning of the school year.	Principal, Classroom Teacher	Number of Students receiving discipline referrals that result in in-school or out-of-school suspension.	Discipline Data
2	Lack of Classroom Management	Positive Behavior System (PBS)	Classroom Teacher, Principal, PBS Team	Decline in Office Discipline Referrals	Referral Documentation Principal's Discipline Log
3	Students Not Following Rules	Rights and Responsibility Assembly Daily Reminders of Behavior Expectations on CCTV Frequent Class Visits by Administration	Principal, Teachers, Curriculum Coordinator	Decline in office referrals	Referral Documentation Principal's Discipline Log

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Incentives	internal funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Sherwood Elementary will provide more than ten parental involvement activities during the 2012-2013 school year.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Sherwood Elementary School provided more than ten parental involvement activities during the 2011-2012 school year.		Sherwood Elementary will provide more than ten parental involvement activities during the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Scheduling	Parental Involvement	Classroom	Sign-In Sheets	Sign-In Sheets

1		Activities will be offered at various times.	Teacher, Curriculum Coordinator, Principal		
2	Lack of Parental Involvement	Promote parental involvement activities through school newsletters, School Messenger, announcements, and teacher invitations	Principal, Classroom Teachers	Feedback from Parents	Parental Involvement Sign-In Sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Liaison	Parent educator	Title I	\$3,177.00
			Subtotal: \$3,177.00
			Grand Total: \$3,177.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	

STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training for teachers on ways students can use technology in the areas of literacy, mathematics, and science.	Teacher professional development activities in this area by the Technology Coordinator and various teachers	Technology Coordinator, Principal, Curriculum Coordinator	Classroom Walkthroughs	Sign-In Sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology training opportunities at school level "Technology Tuesdays"	K-5	Technology Coordinator and various teachers	school-wide	Monthly	Sign-in sheets, classroom walkthroughs	Technology Coordinator, Principal, Curriculum Coordinator

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of a technology coordinator to model, train, and help teachers utilize technology effectively.	Funding of Technology Coordinator	Title I	\$55,000.00
			Subtotal: \$55,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$55,000.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Intervention Skills	Touch Math	Title I/Internal Funds	\$1,500.00
Science	Progress Monitoring	Write Score!	Title I	\$1,100.00
Writing	Progress Monitoring	Write Score! Testing	Title I	\$1,000.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	Use of a technology coordinator to model, train, and help teachers utilize technology effectively.	Funding of Technology Coordinator	Title I	\$55,000.00
				Subtotal: \$58,600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Intervention Program	Reading Eggs and SuccessMaker	Title I	\$5,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Intervention/Enrichment Program	SuccessMaker	Title I	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Cooperative Learning Training	Cooperative Learning Training	Title I	\$1,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental Reading Instruction	RtI Resource Teacher	Title I	\$55,652.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Provide Intervention for Struggling Students	Tutors	SAI	\$6,176.00
Science	Provide material for science lab	Science Lab Material	Science Lab Budget	\$476.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	Incentives	Incentives	internal funds	\$500.00

Parent Involvement	Parent Liaison	Parent educator	Title I	\$3,177.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$65,981.00
				Grand Total: \$130,581.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input checked="" type="radio"/> Focus	<input checked="" type="radio"/> Prevent	<input checked="" type="radio"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Hire Technical Assistant	\$3,200.00

Describe the activities of the School Advisory Council for the upcoming year

Sherwood's School Advisory Council (SAC) will monitor implementation of the School Improvement Plan, assist the school in setting priorities for improvement, review and give input into the school's budget and staffing plan. Additionally, the Council has reviewed the Family Compact and Title I Parental Involvement Plan(May 2012).

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Escambia School District SHERWOOD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	75%	78%	47%	273	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	60%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	58% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District SHERWOOD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	69%	79%	40%	261	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	53%			111	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	29% (NO)	54% (YES)			83	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					455	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested