Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School: **Area:**

Central

Sherwood Elementary

Principal: **Area Superintendent:**

Sandra Demmon

Cynthia Wilson

SAC Chairperson:

Diana Schollmeyer

Superintendent: Dr. Brian Binggeli

Mission Statement:

Sherwood will be known for its emphasis on community relations, excellence in education, student service and our positive responsiveness in which everyone is treated with respect.

Vision Statement:

The Sherwood Community will become responsible and self-confident lifelong learners that challenge themselves to reach their goals through academic and personal growth.

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

In 2010 FCAT Reading scores showed that 90 percent of students were at or above grade level, 73 percent made a year's worth of progress, and 63 percent of the lowest 25 percent made a year's worth of growth. In Mathematics, scores showed that 83 percent of students were at or above grade level, 61 percent made a year's worth of progress, and 50 percent of the lowest 25 percent made a year's worth of growth. In Science and Writing, 71 percent and 88 percent of students respectively met state standards.

In 2011 FCAT Reading scores showed that 94 percent of students were reading at or above grade level (an increase of 4 percent), 74 percent made a year's worth of progress (an increase of 1 percent), and 74 percent of the lowest 25 percent made a year's worth of growth (an increase of 11 percent). In Mathematics, scores showed that 88 percent of students were at or above grade level (an increase of 5 percent), 65 percent made a year's worth of progress (an increase of 4 percent), and 59 percent of the lowest 25 percent made a year's worth of growth (an increase of 9 percent). In Science and Writing, 81 percent (an increase of 10 percent) and 79 percent (a decrease of 9 percent) of students respectively met state standards.

In 2012 FCAT Reading scores showed that 78 percent of students were reading at or above grade level (a decrease of 16 percent), 74 percent made a year's worth of progress (no change), and 60 percent of the lowest 25 percent made a year's worth of growth (a decrease of 14 percent). In Mathematics, scores showed that 74 percent of students were at or above grade level (a decrease of 14 percent), 76 percent made a year's worth of progress (an increase of 11 percent), and 65 percent of the lowest 25 percent made a year's worth of growth (an increase of 6 percent). In Science and Writing, 66 percent (a decrease of 15 percent) and 90 percent (an increase of 11 percent) of students respectively met state standards. Twenty-two percent of the 64 students that attended our ASP program were retained or received Good Cause Exemptions from Mandatory Retention.

All this data shows that while Sherwood does well, there is still room to grow. We need to become a High Performing Learning Culture that promotes collaboration among teachers and that makes students more accountable for their own learning.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

The best practices that we have researched were ones from our training, Creating a High Performing Learning Culture, B. E. S. T., and in our book study of Marzano's Classroom Instruction that Works. In his article, The Key to Improved Teaching and Learning, Dr. Rick DuFour restated that "After synthesizing over 800 meta-analyses on the factors that impact student achievement, John Hattie concluded that the best way to improve schools was to organize teachers into collaborative teams that clarify what each student must learn and the indicators of learning the team will track, to gather evidence of that learning on an ongoing basis, and to analyze the results together so that they could learn which instructional strategies were working and which were not. In other words, he urged schools to function as Professional Learning Communities. Robert Marzano came to a similar conclusion when he described the PLC concept

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as "one of the most powerful initiatives for school improvement I have seen in the last decade." The quality of the individual teacher remains paramount in student learning, and the PLC concept is our best strategy for creating the system that ensures more good teaching in more classrooms more of the time". In <u>Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement</u>, Robert Marzano (2001) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels.

Analysis of Current Practice: *(How do we currently conduct business?)*

At Sherwood Elementary, we currently conduct individual grade level and faculty meetings on a regular weekly basis. Here, policies, procedures, student data, and curriculum ideas are shared. Sherwood's teachers understand that we perform well in FCAT and that the majority of our students are meeting proficiency based on our current FCAT data and trends.

Sherwood's students with disabilities and English Language Learners participate in the inclusion model. Sherwood's gifted students participate in a one day a week enrichment program. Our school also provides several before and after school learning opportunities and clubs. Sherwood teachers, administration and guidance counselor meet every three weeks as Teacher Data Teams to discuss the progress of our students in reading and math intervention. We determine if they are making progress or we need to proceed to Tier III or I.P.S.T. Sherwood's teachers are committed to student success. Therefore, we believe that our school can improve our BEST practices, collegiality, and our student achievement by improving the effectiveness of PLCs and increasing the use of Marzano's High Yield Instructional Strategies.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

> Sherwood Elementary will continue to develop a High Performing Learning Culture by increasing effectiveness of our Professional Learning Communities and by using Marzano's High Yield Instructional Strategy, Summarizing and Notetaking.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Some teachers were not trained in and some teachers need refreshers Marzano's *What Works in Schools*.	1. Train teachers in Marzano's *What Works in Schools*.	Administration and teachers	August-December 2012	$300.00	In-service records
	2. Teachers will model summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, quick writes and graphic organizers.	Teachers	August 2012-May 2013		Classroom observation PGP Lesson Plans

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

We will administer a survey of teachers regarding a High Performing school at the beginning of the year and again at the end of the year to see if their attitude has improved on the effectiveness of our work toward becoming a Professional Learning Community.
Lesson plans, classroom observations, FCAT scores, FAIR information, and district required assessments will be used to monitor professional growth.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

A survey will be given to students in the Fall and the Spring to about the summarizing techniques they have learned.
Data notebooks, FCAT scores, FAIR information, and district required assessments will be used to show academic growth.

APPENDIX A

(ALL SCHOOLS)

Reading Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects i.e. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects i.e. 31%=1134 students)
Anticipated Barriers: 1.		
Strategies: 1.		

FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s): We have not used student data notebooks in the past nor have we put an emphasis on Summarizing and note-taking.** **Strategies:** 1. **Ensure that students maintain their own data logs and track their progress.** 2. **Share data log examples.** 3. **Teach students various Summarizing and Note-taking techniques.** 4. **Give students time to practice Summarizing and Note-taking techniques.**	29% (85)	36% (99)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):** **1.**		
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s): We have not used student data notebooks in the past nor have we put an emphasis on Summarizing and Note-taking.** **Strategies:** 1. **Instruct students how to choose appropriate materials (AR Level or SRI Lexile Levels).** 2. **Incorporate more interesting non-fiction as a choice in the reading curriculum.** 3. **Monitor student selection of non-fiction through entries in their data notebooks.** 4. **Teach students various Summarizing and Note-taking techniques.** 5. **Give students time to practice Summarizing and Note-taking techniques.**	47% (138)	50% (138)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** **1.**		
Florida Alternate Assessment: Percentage of students making learning gains in Reading **Barrier(s):** **Strategy(s):** **1.**		

FCAT 2.0
Percentage of students in lowest 25% making learning gains in Reading
 	
Barrier(s): We have not used student data notebooks in the past nor have we put an emphasis on Summarizing and Note-taking.
 	
Strategy(s):
  1. **Utilize student data notebooks in the classroom and teach students to be more accountable for their learning. Ensure the students note their target goals for each grading period.**
  2. **Offer reading ASP to eligible students.**
  3. **Teach students various Summarizing and Note-taking techniques.**
  4. **Give students time to practice Summarizing and Note-taking techniques.**
 	
Florida Alternate Assessment:
Percentage of students in Lowest 25% making learning gains in Reading
Barrier(s):
 	
Strategy(s):
1.
	60% (16)	65% (18)

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		
Student subgroups by ethnicity NOT making satisfactory progress in reading : White: Black: Hispanic: Asian: American Indian:	Enter numerical data for current level of performance NA 50% (7) 67% (31) 85% (12) NA	NA 81%(12) 78% (37) 92%(12) NA
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	NA	NA
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	40% (19)	58% (15)
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	68% (77)	73% (80)

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
High Performing Learning Culture Training	Preplanning, October 12, and February 22	Inservice Records Grade Level Committee Meetings
Summarizing and Note-taking training/refresher	Review Marzano's High Effect Strategies By October 2012	Classroom observations

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 19% (3)	Students reticent about speaking English.	Provide students with more opportunities to listen/speak during class time.	Teacher
2012 Current Percent of Students Proficient in **Reading:** 31% (5)	Students not practicing reading at home.	Provide families with 100-Book Challenge materials on a more frequent basis.	Teacher
2012 Current Percent of Students Proficient in **Writing**: 38% (6)	Students not having enough writing practice.	Provide more time for writing across all curriculum areas.	Teacher

Mathematics Goal(s):		2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barrier(s): 1.			
Strategy(s): 1.			

FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s): We have not used student data notebooks in the past nor have we put an emphasis on Summarizing and Note-taking.** **Strategy(s):** 1. **Identify and analyze data to identify students' strengths and weaknesses.** 2. **Provide remediation and enrichment for students during math class and Tier II time.** 3. **Offer ASP Math to eligible students.** 4. **Utilize student data notebooks to teach students to be more accountable for the own learning. For each grade period, ensure that students note their target goals and their progress toward these goals** 5. **Teach students various Summarizing and Note-taking techniques.** 6. **Give students time to practice Summarizing and Note-taking techniques.**	**35% (103)**	**43% (117)**
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** 1.		
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s): We have not used student data notebooks in the past nor have we put an emphasis on Summarizing and Note-taking.** **Strategy(s):** 1. **Analyze data to identify areas of weakness.** 2. **Provide enrichment for students during math class and Tier II time.** 3. **Utilize student data notebooks to teach students to be more accountable for the own learning. For each grading period, ensure that students note their target goals and their progress toward these goals.** 4. **Teach students various Summarizing and Note-taking techniques** 5. **Give students time to practice Summarizing and Note-taking techniques**	**43% (126)**	**51% (140)**
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** 1.		
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1.		

FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s): We have not used student data notebooks in the past nor have we put an emphasis on Summarizing and Note-taking.** **Strategy(s):** 1. **Identify these students.** 2. **Offer ASP or Morning Math Help to these students.** 3. **Utilize student data notebooks to teach students to be more accountable for their won learning. For each grading period, ensure that students note their target goals and their progress towards these goals.** 4. **Teach students various Summarizing and Note-taking techniques** 5. **Give students time to practice Summarizing and Note-taking techniques**	65% (25)	70% (27)
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		
Student subgroups by ethnicity NOT making satisfactory progress in math : White: Black: Hispanic: Asian: American Indian:	NA 58% (8) 63% (30) 77% (11) NA	NA 68% (5) 69% (33) 83% (11) NA
English Language Learners (ELL) not making satisfactory progress in Mathematics	NA	NA
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	33% (16)	48% (13)
Economically Disadvantaged Students not making satisfactory progress in Mathematics	NA	NA

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring

High Performing Learning Culture Training	Preplanning, October 12, and February 22	Inservice Records Grade Level Committee Meetings
Summarizing and Note-taking training/refresher	Review Marzano's High Effect Strategies By October 2012	Classroom observations

Writing Students will communicate effectively through written expression.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Weakness in the use of writing conventions and enriched vocabulary **Strategy(s):** 1. **Unpack Common Core State Standards in Writing during Collaborative Team meetings.** 2. **Implement new instructional techniques to enrich vocabulary and reinforce proper use of conventions.** 3. **Increase the use of writing across the curriculum.** 4. **Teach students various Summarizing and Note-taking techniques** 5. **Give students time to practice Summarizing and Note-taking techniques**		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	85% (62)	96% (65)
Florida Alternate Assessment: Students scoring at 4 or higher in writing		

Science Goal(s) (Elementary and Middle)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
1. To improve our students' scientific knowledge through hands on exploration		

Barrier(s): Time to engage in exploration and funds to purchase hands-on materials **We have not used student data notebooks in the past nor have we put an emphasis on Summarizing and Note-taking.** **Strategies:** 1. **We will promote science in our school by offering Science ASP for eligible 5th and 6th grade students and by continuing to offer Zoo School to our 5th grade students.** 2. **We will enhance science instruction by the use of science leveled readers during reading block.** 3. **We will improve communication to the Sherwood Community by agreeing to common science project due dates, and by posting on teacher Edline and school web sites.** 4. **Teach students various Summarizing and Note-taking techniques** 5. **Give students time to practice Summarizing and Note-taking techniques**		
Students scoring at Achievement level 3 in Science**:**	47% (33)	55% (36)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Students scoring at or above Achievement Levels 4 and 5 in Science:	17% (12)	23% (15)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading		

Science Goal(s) (High School) 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: Black: Hispanic: Asian: American Indian:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Algebra**:**		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Geometry**:**		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology:		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage

		reflects)
Students scoring at Achievement level 3 in Civics**:**		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Students scoring at Achievement level 3 in U. S. History**:**		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	**Anticipated Barrier**	**Strategy**	**Person/Process/ Monitoring**
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Career and Technical Education (CTE) Goal(s)	**Anticipated Barrier**	**Strategy**	**Person/Process/Monitoring**

Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2**:			

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers
Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion
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		Date
1.		
2.		
3.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals 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

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)
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, and speech/language pathologist are also part of our team when an area being assessed involves their area of expertise.

The school based MTSS leadership team uses the 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 given. The leadership team then works with the teacher data team to utilize the problem solving process to meet academic and behavioral needs of students. Teacher Data Teams meet every three weeks 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.

The MTSS Leadership Team is involved with the school improvement plan in addressing the needs of our students who fall in the lowest 25% in reading and math. The goals of our school improvement plan deal directly with how our MTSS process works which is to look at our data, assess our areas of need, and determine ways to intervene and meet the needs of our students.

PARENT INVOLVEMENT:
Ninety-four percent of parents who responded stated that the best way to communicate with them is through email. Many of our teachers have their students' parents' email addresses. We will investigate the possibility of setting up a school-wide distribution list with the aid of our technology associate.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)
The principal monitors attendance daily. Every 4 ½ weeks parents are notified of excessive tardies and absences. We have been above 95% every year until last year when we fell to 94.92%. This year the principal will bring students to the attention of our MTSS team in addition to her parent notifications.

SUSPENSION:
Sherwood recorded 135 discipline incidents last year that involved 53 students. Of those we had 20 suspension days which involved 13 students. Most of these were referred to IPST to write a discipline plan specific for the students' needs. We also referred students to our Behavior Analyst for additional assistance.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (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? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)