ACIP

Sherwood Elementary School

Phenix City Board of Education

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Phenix City, AL 36867

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Sherwood Elementary School was built in 1957 and serves the north-eastern portion of Phenix City. The media center was erected in 1982, followed by the kindergarten center in 1988, and an addition built in 1992. The facility received updates and renovations in 2007 in the front office, lobby, restrooms, media center, and cafeteria. Sherwood recently began new construction of a new multicenter and four new classrooms along with a new parking lot.

 Sherwood is one of six elementary schools within the community, and the attending students are from both urban and suburban areas, with a steady growth of rural students from

throughout the county. The students at Sherwood Elementary are members of all levels of economic status. Better Every Day is the culture of Sherwood Elementary School.

 Phenix City is located in Russell County Alabama. According to http://www.city-dat.com/city/Phenix-City-Alabama.html, in 2012, Phenix City had a population of 36,185. Phenix City's population is made up of 19,278 females and 16,907 males. The races in Phenix City include 48.0%-White, 45.6%-Black, 3.9%-Hispanic, 1.2%-Two or more races, 0.8%-Asian, 0.4%-Native Hawaiian and Other Pacific Islander, and 0.02%-American Indian. There were 11,517 households out of which 31.7% had children under the age of 18 living with them. Of the 11,517 households, 39.4% were married couples living together, 22.1% had a female householder with no husband present, and 34.3% were non-families. 30.4% of all households were made up of individuals and 11.5% had someone living alone who was 65 years of age or older. The Phenix City population was spread out with 26.3% under the age of 18, 9.6% from 18 to 24, 28.7% from 25 to 44, 21.2% from 45 to 64, and 14.2% who were 65 years of age or older. The median age was 35 years. For population 25 years and over in Phenix City, 81.3% hold a high school diploma or higher, 16.2% have a bachelor 's degree or higher, 5.0% have a graduate or professional degree, and 10.9% are unemployed. Sherwood's population is a melting pot of several races including African American, Caucasian, Asian, Native American, Hispanic, and two or more races. The ethnic makeup of Sherwood is 57% Caucasian, 33% African American, 6% two or more races, and 4% Hispanic. Students come from all socio-economic backgrounds, but Sherwood is considered a Title I school because of the overall high percentage of free and reduced lunch totals. The gender composition is 52% male and 48% female with 63% of the student population receiving free or reduced lunch.

 Phenix City has a total area of 24.8 square miles of which, 24.6 square miles of it is land and 0.2 square miles of it is water. Phenix City borders Columbus, Georgia, and is separated by the Chattahoochee River. Located in Phenix City, Sherwood is located approximately one mile across the Chattahoochee River and stands in an established area with both houses and apartments. Most of the homes were constructed in the 1970s, and most residents are middle income families. New apartment buildings are in the beginning stages of construction which will allow for growth in surrounding schools.

 The median income for a household in Phenix City was $26,720, and the median income for a family was $33,740. Males had a median income of $28,906 versus $21,348 for females. About 18.8% of families and 21.3% of the population were below the poverty line, including 29.5% of those under age 18 and 20.6% of those age 65 or over.

 According to the 2012 Presidential Elections Results, 56% of the Phenix City voters voted for President Obama (Democrat) and 44% voted for Mr. Romney (Republican). In 2008, 2000, and 1996, the Democratic Party held the highest percentage of votes, and in 2004, the Republican and Democratic Parties had the same percentage of votes.

 Sherwood Elementary School has a team of stakeholders. Faculty, staff, parents, community members and leaders, and our partners in education share in the responsibilities as stakeholders in our students' success. Community stakeholders and Sherwood's partners in

education include: The Phenix City Education Foundation, Inc., The Donors Choose Foundation, The Phenix City Rotary Club, Gil's Auto Sales, Leatherwood and Sons, Bruster's Real Ice cream, Regions Bank, Summerville Baptist Church, Home Depot, Piggly Wiggly, Publix, Wal-Mart, TSYS, Drama Kids, Girl Scouts, and Chik-fil-e.

 Sherwood Elementary School employs 33 certified personnel with an average of 12.6 years experience. The years of experience range from one to 33 years. Of the certified faculty, 16 hold a Bachelor of Science degree, 14 hold at least one Master's degree, and three have an EDS degree. Within the personnel, 22 certified employees have taught only in the Phenix City School District, eight have taught in two to three districts, and only three have taught in four to five districts. All certified personnel are highly qualified according to the state of Alabama. Sherwood Elementary consists of a total of forty-eight employees and four hundred seventy-eight students.

 The students at Sherwood Elementary School are members of all levels of economic status. Of the 474 students, 263 do not receive free/reduced lunch. The total number of students who receive free/reduced lunch is 44.5%. There are 245 males and 229 females enrolled at SES. Of those students, there are seven Asian (1.5%), six American Indian/Alaskan Native (1.3%), two Pacific Islander (.004%), 26 Hispanic (5.5%), 261 White (55%), 144 Black (30%), and 28 Multi-Race (5.9%). The total number of students attending in 2014 is 478, whereas a total of 497 attended in 2013. There are 100 students who enrolled this school year as transfers from Fort Mitchell, Smiths Station, Phenix City Elementary School, Ridgecrest Elementary School, and Westview Elementary School.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Phenix City District Vision Statement is "Pursuing excellence on behalf of every student in every school!" The Phenix City Mission is "The mission of the Phenix City School System, in partnership with families and communities, is to ensure each student develops into a responsible and productive citizen who is prepared for the challenge of the future. Sherwood Elementary School's recent mission was: "The mission of Sherwood Elementary School is to nurture independent and responsible students with a desire for continuous learning. We will accomplish this by providing a competent and enthusiastic staff with a challenging and developmentally appropriate curriculum taught in an environment that is conducive to learning."

However, the faculty and staff met in November of 2013 and voted to change Sherwood Elementary School's vision and mission statements the same as the Phenix City School District.

The philosophy of SES is based on the principle all children have a right to the opportunity to realize their fullest potential, including the development of the social, moral, intellectual, physical, and emotional skills needed to live in a democratic society. Children should recognize and accept their responsibilities to their community, country, world, and to themselves. They need to appreciate both the scientific and aesthetic realms of life. Teachers, parents, and the community must cooperate to better understand and provide for all children and their unique problems and capabilities.

A positive self-concept and positive relationships with others are necessary for personal growth and development. Children should be given guidance and opportunities to grow as individuals with unique needs to become more self-directed. They should experience daily success in learning and should receive positive feedback as often as possible. Each child should be made aware of human differences and should be give opportunities to develop social skills through cooperative learning and whole class activities. Basic skills should be identified in each grade level and incorporated into the curriculum to provide continuity for all children in the development of sequential skills. Assessments should be made to determine mastery of skills at each grade level. Varied teaching methods should be used depending on the learning modalities of the students. Opportunities should be provided for children to use the basic skills, to be taught problem solving strategies, and to develop higher order thinking skills in their intellectual pursuits.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our students and teachers have access to a variety of technology tools and resources. This is one of our areas of notable achievement. All classrooms are equipped with interactive SMART boards and at least four computers. Each teacher is equipped with an iPad which can be used by the students. There are two mobile iPad cards, lap top computers, a technology lab housed in the media center, Wi-Fi throughout the building, and Information Response Systems.

 Test data strengths include the following: the 2012-2013 ARMT+ data reveals 86% of third graders were proficient in reading, along with 91% of fourth graders, and 84% of fifth graders. Sherwood students demonstrated notable strengths on the 2014 ASA test with 85% of the students scoring proficient which was 1% shy of the highest district score. The fifth grade math team scored second in the district in 2014. According to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Spring 2014 Benchmark Assessment, 98% of Kindergarten students are fluent with letter naming and 98 % are fluent with nonsense word fluency. In first grade, 81% of our students are fluent in Oral Reading Fluency.

One challenge for SES is to continue to strive to have all students engaged in learning. The school will provide opportunities for teachers to receive professional development in engaging strategies to increase student learning. The faculty and staff are committed to finding and discovering engaging lessons to increase student engagement in instruction.

 SES would like to improve the use of technology for both students and teachers within the curriculum. We need to ensure technology is utilized to increase student learning through engaging and meaningful activities when deemed appropriate. We will continue to provide rigorous technology based curriculum to challenge our students.

 Sherwood Elementary School will continue to ensure the Alabama Course of Study for Mathematics and English Language Arts are fully taught within each classroom.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Sherwood Elementary School has faced some challenges that include a large number of military and transient students. Students from military families face challenges due to the deployment of parents. These parents also face instability with the possibility of military cuts. The transient students also tend to have more tardy slips due to traveling great distances to the school. The school district faced many changes in the last year with superintendent changes, curriculum director changes, and the implementation of a new reading series.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Sherwood Elementary School Continuous Improvement Plan (CIP) is developed with the goal to ensure stakeholders are involved in the process and understand the importance of the plan. The members of the CIP team work throughout the school year meeting to revise the plan. Each month, grade level meetings are held to discuss strengths and weaknesses for each grade level. Each grade level has a grade chair leader who represents that grade for the CIP, who is joined with parent members, community members, other members within the school. These representatives meet once a month with the Sherwood Leadership Team to discuss any questions, thoughts, or concerns. The leadership team meets in order to discuss and develop goals, strategies, and action steps to improve student learning. Title 1 parent meetings are held describing the importance of the CIP process and its importance to the schools' improvement. Parents and community members are informed of their role as part of the CIP. Parents, students, and community stakeholders are involved through the use of annual surveys. Title 1 meetings are scheduled for different times to accommodate for parent schedules

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All members of the CIP team were essential in the development of the school's continuous improvement plan. Teachers, parent representatives, and community members were part of the planning and creation of the CIP. They were volunteers who took part in the analysis of data from standardized and local tests along with survey data. They researched successful strategies to address the areas of needs for Sherwood Elementary School. Teachers, parents, and students gave data input by way of surveys.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Upon the completion of the improvement plan, it is communicated through PTA, Title 1 meetings, and other parent meetings (Parenting Day, Family Reading Nights, etc). The parents are reminded that the continuous improvement plan can be found on the school's Web site and a printed copy is available in the school parenting area and media center. Progress is noted through PTA meetings that take place monthly and Title 1 Parent meetings that take place semi-annually. The plan is communicated school-wide through a faculty meeting.

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Standard 1 "The school maintains and communicates a purpose and direction that commit to high
expectations for learning as well as shared values and beliefs about teaching and learning" and Standard 5 "The school implements a comprehensive assessment system that generates a range
of data about student learning and school effectiveness and uses the results to guide
continuous improvement."

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Standard 3 "The school's curriculum, instructional design, and assessment practices guide and
ensure teacher effectiveness and student learning" and Standard 4 "The school has resources and provides services that support its purpose and direction
to ensure success for all students."

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All are findings that are backed by past parent and stakeholder surveys.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 2 "The school operates under governance and leadership that promote and support
student performance and school effectiveness."

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

None.

What are the implications for these stakeholder perceptions?

There is a perception issue that is being worked on. We recently hired a new Superintendent, Randy Wilkes. Implications are that the
stakeholders want the schools to do what is best for our students and perception is that sometimes decisions are made from the governing
body that stakeholders may not understand and therefore the stakeholders are not sure that the governing body has the students best
interests in mind. The new Superintendent has put strategies to communicate expectations and transparency to the stakeholders in place.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

This seems to be consistent with findings throughout the district stakeholders as evidenced by the surveys taken at the school and district
level.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics ‑   4

Sections
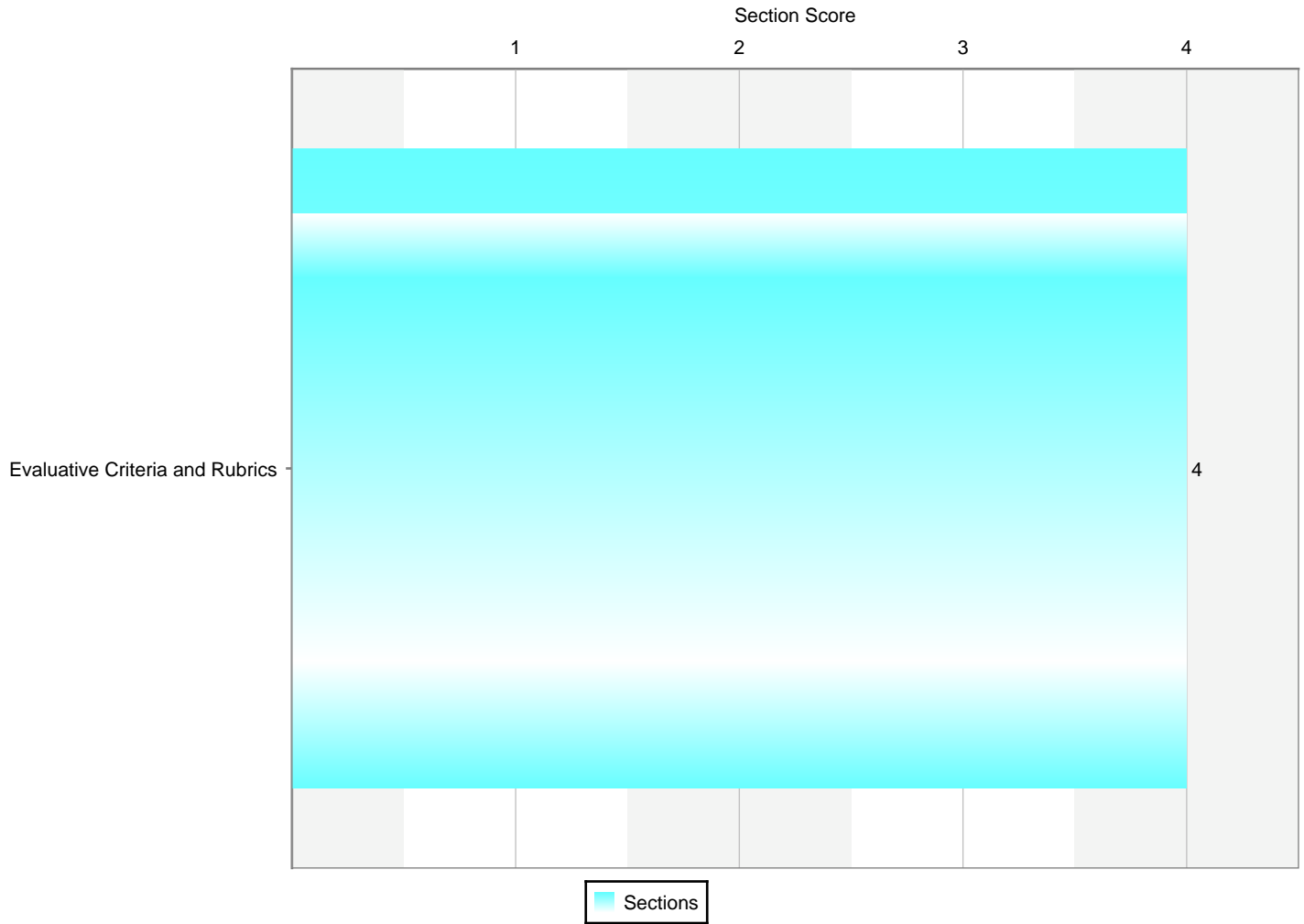
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The 2012-2013 ARMT+ data reveals 86% of third graders were proficient in reading, along with 91% of fourth graders, and 84% of fifth graders.

Sherwood students demonstrated notable strengths on the 2014 ASA test with 85% of the students scoring proficient. The ACT Aspire Assessment was administered for the first time in 2014 in the state of Alabama. Sherwood Elementary third, fourth, and fifth grade students were administered the assessment. The students at Sherwood scored the second highest in both reading and math within the Phenix City School District. Third grade math students scored with 59% readiness (benchmark). The fifth grade math students scored with 50% readiness.

Describe the area(s) that show a positive trend in performance.

According to the Dynamic Indicators of Basis Early Literacy Skills (DIBELS) Spring 2014 Benchmark Assessment, 98% of kindergarten students are fluent with letter naming and 98% are fluent with nonsense word fluency.

According to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Spring 2014 Benchmark Assessment, 81% of first graders are fluent in Oral Reading Fluency.

According to Renaissance Learning STAR Enterprise Reading Assessment, from the beginning of the 2013 school year to the beginning of the 2014 school year, first graders showed a growth in Instructional Reading Levels of 1.3, second graders showed 3.0, third graders displayed a growth of 1.6, and fourth graders increased by 1.8.

The state of Alabama implemented the use of the ACT Aspire Assessment for the 2013-14 school year. Since this was the first year of implementation of the Assessment along with the new Course of Study, there is no comparable trend data for this assessment at this time.

Which area(s) indicate the overall highest performance?

The state of Alabama implemented the use of the ACT Aspire Assessment for the 2013-14 school year. From the overall data collected, Sherwood third graders in the area of Readiness (benchmark) skills in math scored 59%. The overall average for the district was 48%, so SES scored 11% greater than the district average.

Which subgroup(s) show a trend toward increasing performance?

The state of Alabama implemented the use of the ACT Aspire Assessment for the 2013-14 school year. Since this was the first year of implementation of the Assessment along with the new Course of Study, there is no comparable trend data for this assessment at this time to use in discovering the trend of subgroups increased performance. However, the current ACT Aspire data for 2014 indicates the white population of third grade students scored 63% readiness, while the black population of third grade students scored 58% readiness.

Between which subgroups is the achievement gap closing?

The state of Alabama implemented the use of the ACT Aspire Assessment for the 2013-14 school year. Since this was the first year of implementation of the Assessment along with the new Course of Study, there is no comparable trend data for this assessment at this time to use in discovering the closing of subgroups' achievement gap.

Which of the above reported findings are consistent with findings from other data sources?

Using Renaissance Learning STAR assessments we know that Individual student's math and reading growth was is in a positive direction. All grade levels made positive gains in scaled scores over the course of one year. Those scaled scores are valuable for reading ability and comprehension and math fact fluency. Improvements in those fluencies should be critical to the students foundational skills which will, in turn, be critical when pursuing the rigorous standards set forth by the State of Alabama.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Reading readiness (benchmark) on the 2013 ACT Aspire was lower than desired. The state of Alabama implemented the use of the ACT Aspire Assessment for the 2013-14 school year. According to the data, only 30% of third graders demonstrated readiness (benchmark) skills, along with 39% of fourth graders, and 36% of fifth graders.

Describe the area(s) that show a negative trend in performance.

Trend data is not available due to the move from ARMT to ARMT+ and more recently the ACT ASPIRE which are assessing different abilities. The state of Alabama implemented the use of the ACT Aspire Assessment for the 2013-14 school year. According to the data, only 30% of third graders demonstrated readiness (benchmark) skills, along with 39% of fourth graders, and 36% of fifth graders.

Which area(s) indicate the overall lowest performance?

The state of Alabama implemented the use of the ACT Aspire Assessment for the 2013-14 school year. According to the data, only 30% of third graders demonstrated readiness (benchmark) skills, along with 39% of fourth graders, and 36% of fifth graders.

Which subgroup(s) show a trend toward decreasing performance?

Our Special Education students scored among the lowest on the newly adopted ACT Aspire Assessment for the 2013-14 school year. This data is consistent with Renaissance Learning STAR Math and STAR Reading assessments.

Between which subgroups is the achievement gap becoming greater?

The gap seems to be increasing between Special Education students and non special education students; however, the state of Alabama implemented the use of the ACT Aspire Assessment for the 2013-14 school year. Trend data is not available, due to the newly adopted assessment. STAR Data shows scaled score gaps decreasing (taking into consideration that only reading and math fluency are being measured, not rigor or standards based on the new Alabama Course of Study).

Which of the above reported findings are consistent with findings from other data sources?

Our Special Education students scored among to the lowest on the newly adopted ACT Aspire Assessment for the 2013-14 school year. This data is consistent with Renaissance Learning STAR Math and STAR Reading assessments.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
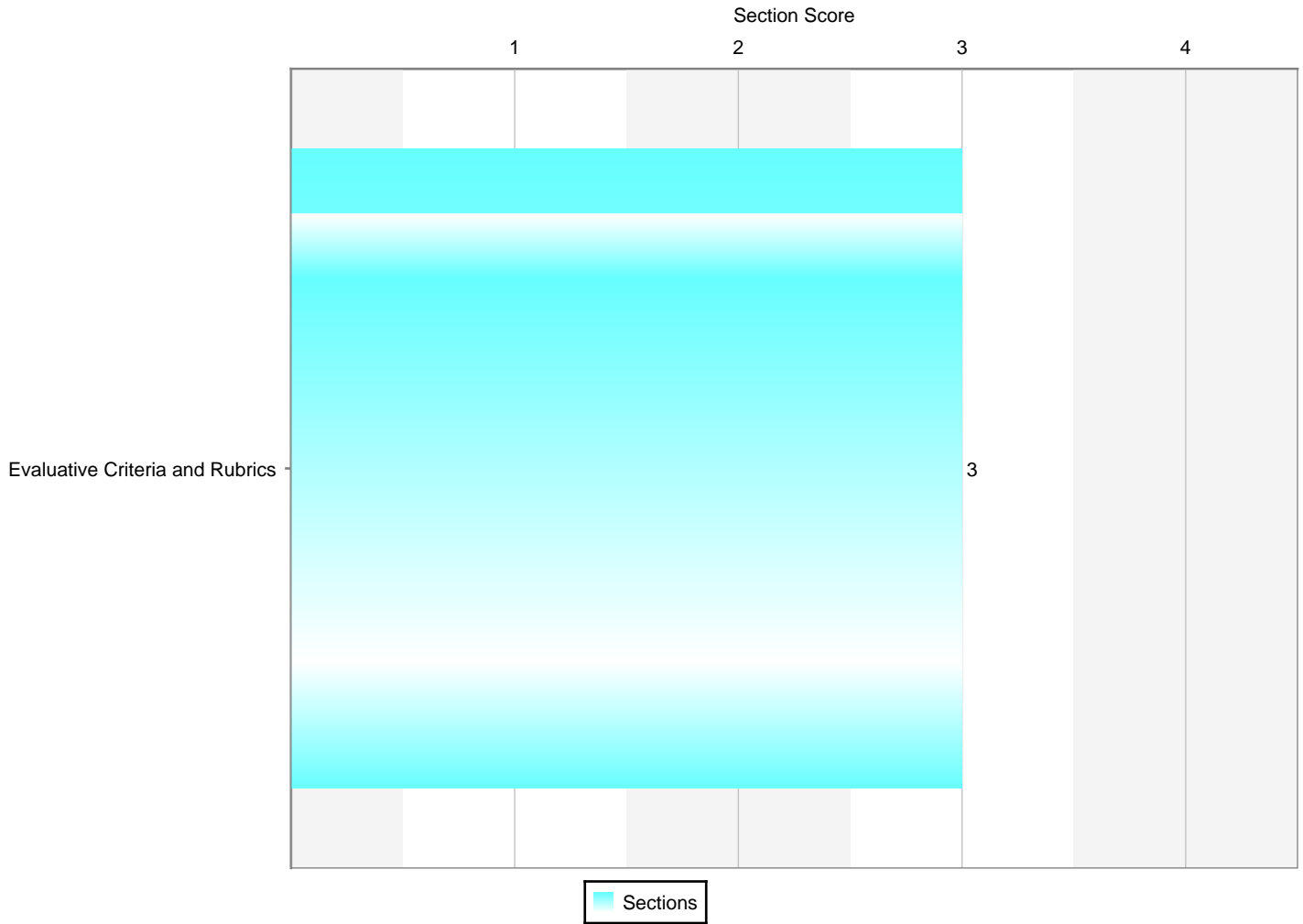
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	A team of 11 members makes up our committee. This includes the principal, instructional coach, counselor, lead teacher from each grade level, a parent and a community member. Each member played a valuable role as part of the team and as a liaison to their respective areas. The team met several times over the course of four months to determine the needs of the school and how best to address those needs through research based strategies. Sign in sheets, agendas and minutes were kept for all meetings.	CIP Signature page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Title Assurances

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Joe Blevins, Director of Personnel and Operations, PO Box 460, Phenix City, AL 36868-0460	Title IX assurances

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		SES Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Student Compact

SES 2014-2015 Continuous Improvement Plan for ACIP

Overview

Plan Name

SES 2014-2015 Continuous Improvement Plan for ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Sherwood Elementary School will become proficient in reading skills on their individual grade level as determined by the Alabama Reading Language Arts COS.	Objectives: 2 Strategies: 3 Activities: 7	Academic	$400
2	All students at Sherwood Elementary School will become proficient in math skills on their individual grade level as determined by the Alabama Mathematics COS.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$5000
3	Increased communication for parental involvement	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1000
4	Meet State AMAO-B Goal for 2014-15 school year.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$6068
5	Meet State AMAO-A Goal for 2014-15 school year.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$6068

Goal 1: All students at Sherwood Elementary School will become proficient in reading skills on their individual grade level as determined by the Alabama Reading Language Arts COS.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Reading by 04/01/2015 as measured by percentage of students being ranked ready on the ASPIRE.

(shared) Strategy 1:

Explicit Reading Instruction - Reading teachers will teacher reading explicitly using the 2013 Alabama ELA Course of Study.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning	08/04/2014	05/01/2015	$400	Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Strategy 2:

Literacy Strategies (Student Engagement) - All teachers will implement explicit, rigorous, and engaging instruction in every literacy lesson.

Research Cited: Skillful readers have the ability to apply comprehension strategies, phonics, and phonemic awareness while reading complex text (Alabama Reading Initiative).

Activity - Active Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive continued professional development introducing and modeling engagement activities. Daily instruction will include active student participation and engagement through collaborative conversations, writing, reading and investigation.	Direct Instruction	08/04/2014	05/01/2015	$0	No Funding Required	Administration and Staff

Activity - Small Group (Tiered) Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes.	Direct Instruction	08/04/2014	05/01/2015	$0	No Funding Required	Administration and Staff

Activity - Data Collection and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor students monthly using the DIBELS program, along with the Renaissance Learning STAR Enterprise Reading Assessment. Teachers will collect data from weekly Mc-Graw Hill Reading Wonders assessments. Teachers will meet during grade level and data meetings to discuss the data from the assessments and will adjust instruction according to the data.	Direct Instruction	08/04/2014	05/01/2015	$0	No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive continued professional development modeling and demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will be imbedded in the Daily 5 instruction.	Direct Instruction	10/05/2014	05/01/2015	$0	No Funding Required	Administration and Staff

Measurable Objective 2:

90% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 05/01/2015 as measured by percentage of students scoring benchmark
.

(shared) Strategy 1:

Explicit Reading Instruction - Reading teachers will teacher reading explicitly using the 2013 Alabama ELA Course of Study.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning	08/04/2014	05/01/2015	$400	Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Strategy 2:

Utilize PLC concept - Professional Learning Community concept will be used to help teachers collaborate to revise and improve small group instruction and

intervention.

Research Cited: Rick and Becky DuFour Learning by Doing

Activity - Review Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly and review data from DIBELS assessments and learning checks.	Academic Support Program	10/01/2013	05/09/2014	$0	Title I Schoolwide	Principal and District Instructional Coach

Activity - Use District Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the instructional coach to help teachers improve current practices.	Academic Support Program	10/01/2013	05/09/2014	$0	Title I Schoolwide	Principal and District Instructional Coach

Goal 2: All students at Sherwood Elementary School will become proficient in math skills on their individual grade level as determined by the Alabama Mathematics COS.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Mathematics by 05/08/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy 1:

Use scientifically research based programs to improve math proficiency - Use scientifically research based programs and the 2013 Alabama Mathematics Course of Study to improve math proficiency.

Research Cited: STAR Math is a SRB program. "Incorporating the Common Core Standards into our already highly regarded content standards brings a new level of rigor and perceptual understanding to teaching and learning." Dr. Tommy Bice, Alabama Superintendent of Education

Activity - Monitor Standards Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and district instructional coaches will perform walk through observations. Teachers will take part in follow up conferences and data review meetings. Teachers will take part in professional development to learn new strategies to implement the standards. Teachers and students will utilize data from Renaissance Learning STAR Enterprise Math and summative and formative assessments based on the Alabama Mathematics Course of Study to determine proficiency of standards.	Direct Instruction	08/04/2014	05/01/2015	$5000	Title I Schoolwide	Administration and Staff

Strategy 2:

Pacing Calendar Development - Teachers will meet to develop an updated math pacing guide (curriculum guide) for grades K-8 to guide the teaching of the 2013 Alabama Mathematics Course of Study objectives.

Research Cited: Pacing guides improve student performance and reduce gaps in student achievement, aid to avoid gaps in learning when students transfer from school to school or move from grade/level to grade/level, help to avoid unintended repetition in learning when students transfer from school to school or move from grade/level to grade/level, render results that inform decisions made concerning (e.g., changes needed in) instructional strategies, programs, curriculum, etc., and inform

collaboration between educators. Illuminate Education

Activity - Pacing Calendar Update	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level leaders will provide information to update the current pacing calendar and evaluate the changes needed to align the guide with the COS. Grade level leaders will present the newly adopted pacing guides to the faculty and staff. Teachers will adhere to the new pacing guide and assess the standards.	Direct Instruction	08/04/2014	05/04/2015	$0	No Funding Required	Administration and Staff

Activity - Small Group (Tiered) Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes. Teachers will utilize Global Scholar and STAR Enterprise Math as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction	08/04/2014	10/05/2014	$0	No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive continued professional development modeling, demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will join the daily lesson instruction.	Direct Instruction	08/04/2014	05/01/2015	$0	No Funding Required	Administration and Staff

Goal 3: Increased communication for parental involvement

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior to improve communication with parents by 05/01/2015 as measured by parent survey results and increased parental involvement.

Strategy 1:

Increased communication for parental involvement - School communication with parents will increase in volume and method.

Research Cited: Epstein, J. L., et al. (2009). School, family, and community partnerships: Your handbook for action, second edition. Thousand Oaks, CA: Corwin

Press. Also see: www.partnershipschools.org

Activity - Increase communication / notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be notified using a paper method 2 weeks prior to events, through email one week prior and the call out system one day prior for school events.	Parent Involvement	10/01/2014	05/01/2015	$1000	Title I Schoolwide	Administration and Staff

Activity - Alternate methods of communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will communicate information, when appropriate, using text messaging.	Parent Involvement	10/01/2014	05/01/2015	$0	No Funding Required	Administration and Staff

Activity - Review and Revision of Parental Involvement Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parental involvement plan will be reviewed and updated by joint parent-teacher committee. Once revised, will be communicated to parents using multiple methods of communication.	Parent Involvement	10/01/2014	05/01/2015	$0	No Funding Required	Administration and Staff

Goal 4: Meet State AMAO-B Goal for 2014-15 school year.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

19% of English Learners students will demonstrate a proficiency English language in English Language Arts by 05/21/2015 as measured by exiting the ESL program (or meeting the State's AMAO-B goal in 2014-15 school year)..

Strategy 1:

Can Do Descriptors - Teachers will be trained in the WIDA standards and use of the Can Do Descriptors. Every teacher with and EL student will visibly display the Can Do Descriptors to reference. Can Do Descriptors will also be addressed in Lesson Plans.

Research Cited: http://www.wida.us/standards/CAN_DOs/

Activity - WIDA Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take part in professional development activities addressing the WIDA standards and the Can Do Descriptors.	Professional Learning	09/29/2014	09/29/2014	$0	No Funding Required	Principal and EL representative for Sherwood Elementary School.

Strategy 2:

Paraprofessional - A paraprofessional will spend a limited amount of time at Sherwood Elementary School working directly with EL students and their parents to better meet the goals of each EL student.

Research Cited: Effect of proximity on teacher engagement (Young, et al.1997)

Activity - Paraprofessional will work with individual EL students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

EL Paraprofessional will regularly spend scheduled time with EL students in the classroom working on EL goals.	Academic Support Program	10/30/2014	05/22/2015	$6068	Title I Schoolwide	Principal and Sherwood EL Representative

Strategy 3:

Use of SIOP Core Program - Teachers and EL Students will use SIOP, the district's core program.

Research Cited: http://www.cal.org/siop/research/index.html

Activity - Turnaround Training for SIOP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Representative will deliver turnaround training about district's core program; SIOP. EL Representative will be trained, coached and advised by the district's ESL Teacher and State's EL Coach	Professional Learning	08/05/2014	05/22/2015	$0	No Funding Required	Principal and School EL representative

Goal 5: Meet State AMAO-A Goal for 2014-15 school year.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency in language aquisition in English Language Arts by 05/21/2015 as measured by positive adequate progress in language acquisition.

Strategy 1:

Use of SIOP Core Program - Teachers and EL Students will use SIOP, the district's core program.

Research Cited: http://www.cal.org/siop/research/index.html

Activity - Turnaround Training for SIOP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Representative will deliver turnaround training about district's core program; SIOP. EL Representative will be trained, coached and advised by the district's ESL Teacher and State's EL Coach	Professional Learning	08/05/2014	05/22/2015	$0	No Funding Required	Principal, EL Representative

Strategy 2:

Can Do Descriptors - Teachers will be trained in the WIDA standards and use of the Can Do Descriptors. Every teacher with and EL student will visibly display the Can

Do Descriptors to reference. Can Do Descriptors will also be addressed in Lesson Plans

Research Cited: http://www.wida.us/standards/CAN_DOs/

Activity - WIDA Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will take part in professional development activities addressing the WIDA standards and the Can Do Descriptors.	Professional Learning	09/29/2014	09/29/2014	$0	No Funding Required	Principal and School EL representative

Strategy 3:

Paraprofessional - A paraprofessional will spend a limited amount of time at Sherwood Elementary School working directly with EL students and their parents to better

meet the goals of each EL student.

Research Cited: Effect of proximity on teacher engagement (Young, et al.1997)

Activity - Paraprofessional will work with individual EL students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Paraprofessional will regularly spend scheduled time with EL students in the classroom working on EL goals.	Academic Support Program	10/30/2014	05/22/2015	$6068	Title I Schoolwide	Principal and School EL representative

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group (Tiered) Instruction	Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes. Teachers will utilize Global Scholar and STAR Enterprise Math as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction	08/04/2014	10/05/2014	$0	Administration and Staff
Data Collection and Progress Monitoring	Teachers will progress monitor students monthly using the DIBELS program, along with the Renaissance Learning STAR Enterprise Reading Assessment. Teachers will collect data from weekly Mc-Graw Hill Reading Wonders assessments. Teachers will meet during grade level and data meetings to discuss the data from the assessments and will adjust instruction according to the data.	Direct Instruction	08/04/2014	05/01/2015	$0	Administration and Staff
Active Student Engagement	Teachers will receive continued professional development introducing and modeling engagement activities. Daily instruction will include active student participation and engagement through collaborative conversations, writing, reading and investigation.	Direct Instruction	08/04/2014	05/01/2015	$0	Administration and Staff
Alternate methods of communication	School will communicate information, when appropriate, using text messaging.	Parent Involvement	10/01/2014	05/01/2015	$0	Administration and Staff
WIDA Professional Development	Teachers will take part in professional development activities addressing the WIDA standards and the Can Do Descriptors.	Professional Learning	09/29/2014	09/29/2014	$0	Principal and EL representative for Sherwood Elementary School.
Small Group (Tiered) Instruction	Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes.	Direct Instruction	08/04/2014	05/01/2015	$0	Administration and Staff
Turnaround Training for SIOP	EL Representative will deliver turnaround training about district's core program; SIOP. EL Representative will be trained, coached and advised by the district's ESL Teacher and State's EL Coach	Professional Learning	08/05/2014	05/22/2015	$0	Principal, EL Representative

Review and Revision of Parental Involvement Plan	Parental involvement plan will be reviewed and updated by joint parent-teacher committee. Once revised, will be communicated to parents using multiple methods of communication.	Parent Involvement	10/01/2014	05/01/2015	$0	Administration and Staff
Turnaround Training for SIOP	EL Representative will deliver turnaround training about district's core program; SIOP. EL Representative will be trained, coached and advised by the district's ESL Teacher and State's EL Coach	Professional Learning	08/05/2014	05/22/2015	$0	Principal and School EL representative
WIDA Professional Development	Teachers will take part in professional development activities addressing the WIDA standards and the Can Do Descriptors.	Professional Learning	09/29/2014	09/29/2014	$0	Principal and School EL representative
Pacing Calendar Update	Grade level leaders will provide information to update the current pacing calendar and evaluate the changes needed to align the guide with the COS. Grade level leaders will present the newly adopted pacing guides to the faculty and staff. Teachers will adhere to the new pacing guide and assess the standards.	Direct Instruction	08/04/2014	05/04/2015	$0	Administration and Staff
Formative assessment and differentiated instruction	Teachers will receive continued professional development modeling and demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will be imbedded in the Daily 5 instruction.	Direct Instruction	10/05/2014	05/01/2015	$0	Administration and Staff
Formative assessment and differentiated instruction	Teachers will receive continued professional development modeling, demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will join the daily lesson instruction.	Direct Instruction	08/04/2014	05/01/2015	$0	Administration and Staff
				Total	$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on implementation of Alabama's Course of Study	Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning	08/04/2014	05/01/2015	$400	Sherry Smith is the local member of the Distrct CCRS Team
				Total	$400	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase communication / notification	Parents will be notified using a paper method 2 weeks prior to events, through email one week prior and the call out system one day prior for school events.	Parent Involvement	10/01/2014	05/01/2015	$1000	Administration and Staff
Paraprofessional will work with individual EL students	EL Paraprofessional will regularly spend scheduled time with EL students in the classroom working on EL goals.	Academic Support Program	10/30/2014	05/22/2015	$6068	Principal and Sherwood EL Representative
Monitor Standards Implementation	Administration and district instructional coaches will perform walk through observations. Teachers will take part in follow up conferences and data review meetings. Teachers will take part in professional development to learn new strategies to implement the standards. Teachers and students will utilize data from Renaissance Learning STAR Enterprise Math and summative and formative assessments based on the Alabama Mathematics Course of Study to determine proficiency of standards.	Direct Instruction	08/04/2014	05/01/2015	$5000	Administration and Staff
Review Data	Teachers will meet regularly and review data from DIBELS assessments and learning checks.	Academic Support Program	10/01/2013	05/09/2014	$0	Principal and District Instructional Coach
Use District Instructional Coach	Utilize the instructional coach to help teachers improve current practices.	Academic Support Program	10/01/2013	05/09/2014	$0	Principal and District Instructional Coach
Paraprofessional will work with individual EL students	EL Paraprofessional will regularly spend scheduled time with EL students in the classroom working on EL goals.	Academic Support Program	10/30/2014	05/22/2015	$6068	Principal and School EL representative
				Total	$18136	

Progress Notes

Type	Name	Status	Comments	Created On	Created By

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

At the beginning of the school year a meeting is held at two different days and times to allow for parents to attend based on their own schedule. One is held in the evening on a weeknight and the other is held on another day in the morning. During the meeting, the principal makes a presentation of what it means to be a Title 1 School and how parents have rights to be involved. Among the subjects explained are the Title I requirements and the 1% set aside, as well as parents rights.

Two similar meetings are held in the spring.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1) The meeting is held at two different days and times to allow for parents to attend based on their own schedule. One is held in the evening on a weeknight and the other is held on another day in the morning.
2) All parents are made aware of the importance of their involvement in the creation of the school improvement plan. They are asked to be on several committees which make decisions and plans that become part of the school's continuous improvement plan. Parents serve on all the committees, including the committee that creates the continuous improvement plan.

**3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions
related to the education of their children.**

Parents are made aware of the programs under Title I, explanation of curriculum, assessments and expectations through meetings (Title 1, PTA, Open house, Parent Teacher Conferences, Family Reading Nights, Math Nights, Parenting Day, Coffee with the Counselor, etc.), newsletters, marquee, call outs, emails and our website.
Parents are explained the Title I Student compact and their ability to plan,edit and revise the compact through monitoring and future meetings.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The School-Parent Compact is jointly developed with Title I parents. This compact is a way for parents to improve the academic achievement

of their student by focusing the efforts of the school, the parent, the student and the teacher on specific needs of the student. All agree to work on improving that area, monitoring that progress and revising the compact when necessary. The compact is reviewed and explained during the annual Title I meeting. The compact is then updated and revised (if necessary) by the parents during open house or scheduled parent teacher conferences within the first few weeks of school.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Sherwood Elementary School has several opportunities for parents to voice their comments. The parents have access to state their concerns in writing, by phone, by email, and by survey. There is a suggestion box on campus. Every year a Title I parent survey is completed by all parents. There are school parent contacts whose names and numbers are given during the Annual Title I parent meetings. The principal also gives out his cell phone number.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The school has a parental involvement committee that is made up of parents and school leadership. That committee works on revising and evaluating the parental involvement plan for the school. The committee plans curriculum events to inform parents of pertinent information to help the achievement of their students. During these events parents are trained and taught how they can play an active role in the school and the education of their students.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

During the parent nights planned by the parent chaired parental involvement committee, parents are given materials to improve their involvement in their student's education. The supplies are sometimes used to create items to be used by the parent and student at home. Sometimes the supplies are informative items to be referenced at home as part of the training of parents in research based ways to improve their students academic achievements.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Teachers and staff are trained how to effectively use and solicit parents as a partners in education.

Teachers and all staff take part in open discussions and share out and compile a list of best practices to communicate with parents for the purpose of increasing parental involvement. Continued discussion and research is shared through faculty meetings, school leadership team meetings, professional development, parental involvement committee meetings and guidance advisory council meetings.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Title I though parent meetings, parental advisory committee meetings and arranged parent-school activities, such as Math Night and Family Reading Night, along with other organizations and partners in education such as PTA focus on parent participation and involvement. Newsletters from District Parental Involvement Specialist and Child Nutrition, Nutritional Nuggets and Home & School Connection are made available to all parents through our school parenting room. Child and Nutrition also invites parents to be involved though eating meals at the school, with their students.

The school counseling program hosts an annual parenting day during which parents are able to take a class presented by a local, state or federal agency affiliated trainer.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Parents are made aware of the programs under Title I, explanation of curriculum, assessments and expectations through meetings (Title 1, PTA, Open house, Parent Teacher Conferences, Family Reading Nights, Math Nights, Parenting Day, Coffee with the Counselor, etc.), newsletters, marquee, call outs, emails and our website.

Currently we use all the resources available including TransAct and written transcripts of the meetings. The principal offers to meet with parents with disabilities and parents of migratory students in an additional or alternate meeting if they so wish. During that meeting accommodations are made to better express the need for their involvement in the school and their student's education.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.) To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parent requests are heard through all of the various channels (survey, suggestion, email, phone, meeting, etc.)
The suggestions are used, without a committee decision, if they will improve parental involvement. If the decision needs to be made by committee, the item will be on the agenda of the next scheduled committee meeting, where parent members will get to weigh in and discuss the matter, ultimately making the final informed decision.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Currently we use all the resources available including TransAct and written transcripts of the meetings. The principal offers to meet with parents with disabilities and parents of migratory students in an additional or alternate meeting if they so wish. During that meeting accommodations are made to better express the need for their involvement in the school and their student's education.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

A team made up of representatives of classroom teachers, specialty area teachers, parents and the principal met to develop the Continuous Improvement Plan for 2014-2015. Team leaders and the principal communicated information and data findings with colleagues and faculty to review. All faculty met to examine disaggregated testing data, pertinent school information and needs assessments. Needs assessments included Stakeholder feedback surveys completed by parents, students and teachers, Parent Involvement Surveys, Technology needs surveys and local classroom needs assessments.

2. What were the results of the comprehensive needs assessment?

Students were performing poorly on standards concerned with gathering information from various reading text types.
Data also showed that students continue to struggle in the standard of numbers and operations in math.
Perception surveys showed parents felt uninformed and unable to help their students due to lack of communication.

3. What conclusions were drawn from the results?

Conclusions drawn from student data were: Students need a more rigorous program for reading with strategic interventions in place; The math program does not cover the appropriate standards according to AL Mathematics Course of Study. Alternate measures will need to be in place to continue math support.

Parent survey results were positive about security and leadership but less positive regarding communication.
Technology survey results focused on increased availability of technology for students and increased wireless capabilities across campus.
Local classroom needs assessments focused on projector/bulb replacement and power capabilities.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Focus is needed on parental involvement and teacher-parent communication. Many of the parents want to help but aren't sure how to help their students and the school in general.

5. How are the school goals connected to priority needs and the needs assessment?

The school goals are a direct result of data and the needs that were determined by the school's needs assessment.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

The goals are a direct result of analysis of benchmark tests, DIBELS assessments, ARMT+, Renaissance Learning Star data, and ACT Aspire results. The created academic goals use those same assessments and data types to monitor progress and measure success of the academic goals.

Our non-academic goal is focused on results from parent surveys and stakeholder feedback regarding Parental involvement in the area of communication.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals address school wide issues that are found throughout the student body. We give special attention to the progress of disadvantaged students. If student data shows a need for more than tier 1 instruction, students are taught using tier 2 instructional strategies. The data progress monitoring and RTI (Response to Instruction) process are to assure that instruction is focused on improving student learning while closing gaps between disadvantaged students and the student body as a whole.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:
All Sherwood students will become proficient readers on their individual grade level

Measurable Objective 1:
90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Reading by 04/01/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:
Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled reading groups and learning centers. Reading teachers will provide additional small group instruction for struggling readers each day during a protected intervention time. All teachers will provide opportunities to apply reading skills during all subjects and model the appropriate skills' applications.
Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning			08/04/2014	05/01/2015	$400 - Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Strategy2:
Literacy Strategies (Student Engagement) - All teachers will implement explicit, rigorous, and engaging instruction in every literacy lesson.
Research Cited: Skillful readers have the ability to apply comprehension strategies, phonics, and phonemic awareness while reading complex text (Alabama Reading Initiative).

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling and demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will be imbedded in the Daily 5 instruction.	Direct Instruction			10/05/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor students monthly using the DIBELS program, along with the Renaissance Learning STAR Enterprise Reading Assessment. Teachers will collect data from weekly Mc-Graw Hill Reading Wonders assessments. Teachers will meet during grade level and data meetings to discuss the data from the assessments and will adjust instruction according to the data.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development introducing and modeling engagement activities. Daily instruction will include active student participation and engagement through collaborative conversations, writing, reading and investigation.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Measurable Objective 2:

90% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 05/01/2015 as measured by percentage of students scoring benchmark .

Strategy1:

Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled reading groups and learning centers. Reading teachers will provide additional small group instruction for struggling readers each day during a protected intervention time. All teachers will provide opportunities to apply reading skills during all subjects and model the appropriate skills' applications.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning			08/04/2014	05/01/2015	$400 - Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Goal 2:

All students at Sherwood Elementary School will become proficient in math skills on their individual grade level as determined by the Alabama Mathematics COS.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Mathematics by 05/08/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Pacing Calendar Development - Pacing Calendar Development - Teachers will meet to develop an updated math pacing guide (curriculum guide) for grades K-8 to guide the teaching of the 2013 Alabama Mathematics Course of Study objectives. Teachers will adhere to the updated pacing calendar and assess the standards.

Research Cited: Pacing guides improve student performance and reduce gaps in student achievement, aid to avoid gaps in learning when students transfer from school to school or move from grade/level to grade/level, help to avoid unintended repetition in learning when students transfer from school to school or move from grade/level to grade/level, render results that inform decisions made concerning (e.g., changes needed in) instructional strategies, programs, curriculum, etc., and inform collaboration between educators. Illuminate Education

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes. Teachers will utilize Global Scholar and STAR Enterprise Math as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction			08/04/2014	10/05/2014	$0 - No Funding Required	Administration and Staff

Activity - Pacing Calendar Update	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level leaders will provide information to update the current pacing calendar and evaluate the changes needed to align the guide with the COS. Grade level leaders will present the newly adopted pacing guides to the faculty and staff. Teachers will adhere to the new pacing guide.	Direct Instruction			08/04/2014	05/04/2015	$0 - No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling, demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will join the daily lesson instruction.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

All Sherwood students will become proficient readers on their individual grade level

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Reading by 04/01/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled reading groups and learning centers. Reading teachers will provide additional small group instruction for struggling readers each day during a protected intervention time. All teachers will provide opportunities to apply reading skills during all subjects and model the appropriate skills' applications.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning			08/04/2014	05/01/2015	$400 - Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Strategy2:

Literacy Strategies (Student Engagement) - All teachers will implement explicit, rigorous, and engaging instruction in every literacy lesson.

Research Cited: Skillful readers have the ability to apply comprehension strategies, phonics, and phonemic awareness while reading complex text (Alabama Reading Initiative).

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling and demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will be imbedded in the Daily 5 instruction.	Direct Instruction			10/05/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor students monthly using the DIBELS program, along with the Renaissance Learning STAR Enterprise Reading Assessment. Teachers will collect data from weekly Mc-Graw Hill Reading Wonders assessments. Teachers will meet during grade level and data meetings to discuss the data from the assessments and will adjust instruction according to the data.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development introducing and modeling engagement activities. Daily instruction will include active student participation and engagement through collaborative conversations, writing, reading and investigation.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Measurable Objective 2:

90% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 05/01/2015 as measured by percentage of students scoring benchmark .

Strategy1:

Utilize PLC concept - Professional Learning Community concept will be used to help teachers collaborate to revise and improve small group instruction and intervention.

Research Cited: Rick and Becky DuFour Learning by Doing

Activity - Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly and review data from DIBELS assessments and learning checks.	Academic Support Program			10/01/2013	05/09/2014	$0 - Title I Schoolwide	Principal and District Instructional Coach

Activity - Use District Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the instructional coach to help teachers improve current practices.	Academic Support Program			10/01/2013	05/09/2014	$0 - Title I Schoolwide	Principal and District Instructional Coach

Strategy2:

Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled reading groups and learning centers. Reading teachers will provide additional small group instruction for struggling readers each day during a protected intervention time. All teachers will provide opportunities to apply reading skills during all subjects and model the appropriate skills' applications.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning			08/04/2014	05/01/2015	$400 - Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Goal 2:

All students at Sherwood Elementary School will become proficient in math skills on their individual grade level as determined by the Alabama Mathematics COS.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Mathematics by 05/08/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Pacing Calendar Development - Pacing Calendar Development - Teachers will meet to develop an updated math pacing guide (curriculum guide) for grades K-8 to guide the teaching of the 2013 Alabama Mathematics Course of Study objectives. Teachers will adhere to the updated pacing calendar and assess the standards.

Research Cited: Pacing guides improve student performance and reduce gaps in student achievement, aid to avoid gaps in learning when students transfer from school to school or move from grade/level to grade/level, help to avoid unintended repetition in learning when students transfer from school to school or move from grade/level to grade/level, render results that inform decisions made concerning (e.g., changes needed in) instructional strategies, programs, curriculum, etc., and inform collaboration between educators. Illuminate Education

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes. Teachers will utilize Global Scholar and STAR Enterprise Math as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction			08/04/2014	10/05/2014	$0 - No Funding Required	Administration and Staff

Activity - Pacing Calendar Update	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level leaders will provide information to update the current pacing calendar and evaluate the changes needed to align the guide with the COS. Grade level leaders will present the newly adopted pacing guides to the faculty and staff. Teachers will adhere to the new pacing guide.	Direct Instruction			08/04/2014	05/04/2015	$0 - No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling, demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will join the daily lesson instruction.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Strategy2:

Use scientifically research based programs to improve math proficiency - Use scientifically research based programs and the 2013 Alabama Mathematics Course of Study to improve math proficiency. Utilize data from Renaissance Learning STAR Enterprise Math and summative and formative assessments based on the Alabama Mathematics Course of Study to determine proficiency of standards.

Research Cited: STAR Math is a SRB program. "Incorporating the Common Core Standards into our already highly regarded content standards brings a new level of rigor and perceptual understanding to teaching and learning." Dr. Tommy Bice, Alabama Superintendent of Education

Activity - Monitor Standards Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and district instructional coaches will perform walk through observations. Teachers will take part in follow up conferences and data review meetings. Teachers will take part in professional development to learn new strategies to implement the standards.	Direct Instruction			08/04/2014	05/01/2015	$5000 - Title I Schoolwide	Administration and Staff

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All Sherwood students will become proficient readers on their individual grade level

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Reading by 04/01/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Literacy Strategies (Student Engagement) - All teachers will implement explicit, rigorous, and engaging instruction in every literacy lesson. Research Cited: Skillful readers have the ability to apply comprehension strategies, phonics, and phonemic awareness while reading complex text (Alabama Reading Initiative).

Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor students monthly using the DIBELS program, along with the Renaissance Learning STAR Enterprise Reading Assessment. Teachers will collect data from weekly Mc-Graw Hill Reading Wonders assessments. Teachers will meet during grade level and data meetings to discuss the data from the assessments and will adjust instruction according to the data.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development introducing and modeling engagement activities. Daily instruction will include active student participation and engagement through collaborative conversations, writing, reading and investigation.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling and demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will be imbedded in the Daily 5 instruction.	Direct Instruction			10/05/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Strategy2:

Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled reading groups and learning centers. Reading teachers will provide additional small group instruction for struggling readers each day during a protected intervention time. All teachers will provide opportunities to apply reading skills during all subjects and model the appropriate skills' applications.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning			08/04/2014	05/01/2015	$400 - Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Measurable Objective 2:

90% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 05/01/2015 as measured by percentage of students scoring benchmark .

Strategy1:

Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled reading groups and learning centers. Reading teachers will provide additional small group instruction for struggling readers each day during a protected intervention time. All teachers will provide opportunities to apply reading skills during all subjects and model the appropriate skills' applications.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

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Strategy2:

Utilize PLC concept - Professional Learning Community concept will be used to help teachers collaborate to revise and improve small group instruction and intervention.

Research Cited: Rick and Becky DuFour Learning by Doing

Activity - Use District Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the instructional coach to help teachers improve current practices.	Academic Support Program			10/01/2013	05/09/2014	$0 - Title I Schoolwide	Principal and District Instructional Coach

Activity - Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly and review data from DIBELS assessments and learning checks.	Academic Support Program			10/01/2013	05/09/2014	$0 - Title I Schoolwide	Principal and District Instructional Coach

Goal 2:

All students at Sherwood Elementary School will become proficient in math skills on their individual grade level as determined by the Alabama Mathematics COS.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Mathematics by 05/08/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Pacing Calendar Development - Pacing Calendar Development - Teachers will meet to develop an updated math pacing guide (curriculum guide) for grades K-8 to guide the teaching of the 2013 Alabama Mathematics Course of Study objectives. Teachers will adhere to the updated pacing calendar and assess the standards.

Research Cited: Pacing guides improve student performance and reduce gaps in student achievement, aid to avoid gaps in learning when students transfer from school to school or move from grade/level to grade/level, help to avoid unintended repetition in learning when students transfer from school to school or move from grade/level to grade/level, render results that inform decisions made concerning (e.g., changes needed in) instructional strategies, programs, curriculum, etc., and inform collaboration between educators. Illuminate Education

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes. Teachers will utilize Global Scholar and STAR Enterprise Math as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction			08/04/2014	10/05/2014	$0 - No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling, demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will join the daily lesson instruction.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Strategy2:

Use scientifically research based programs to improve math proficiency - Use scientifically research based programs and the 2013 Alabama Mathematics Course of Study to improve math proficiency. Utilize data from Renaissance Learning STAR Enterprise Math and summative and formative assessments based on the Alabama Mathematics Course of Study to determine proficiency of standards.

Research Cited: STAR Math is a SRB program. "Incorporating the Common Core Standards into our already highly regarded content standards brings a new level of rigor and perceptual understanding to teaching and learning." Dr. Tommy Bice, Alabama Superintendent of Education

Activity - Monitor Standards Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and district instructional coaches will perform walk through observations. Teachers will take part in follow up conferences and data review meetings. Teachers will take part in professional development to learn new strategies to implement the standards.	Direct Instruction			08/04/2014	05/01/2015	$5000 - Title I Schoolwide	Administration and Staff

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All Sherwood students will become proficient readers on their individual grade level

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 05/01/2015 as measured by percentage of students scoring benchmark .

Strategy1:

Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled reading groups and learning centers. Reading teachers will provide additional small group instruction for struggling readers each day during a

protected intervention time. All teachers will provide opportunities to apply reading skills during all subjects and model the appropriate skills'

applications.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts

COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning			08/04/2014	05/01/2015	$400 - Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Strategy2:

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instruction and intervention.

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Activity - Use District Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly and review data from DIBELS assessments and learning checks.	Academic Support Program			10/01/2013	05/09/2014	$0 - Title I Schoolwide	Principal and District Instructional Coach

Measurable Objective 2:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Reading by 04/01/2015 as

measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled

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Strategy2:

Literacy Strategies (Student Engagement) - All teachers will implement explicit, rigorous, and engaging instruction in every literacy lesson.

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Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor students monthly using the DIBELS program, along with the Renaissance Learning STAR Enterprise Reading Assessment. Teachers will collect data from weekly Mc-Graw Hill Reading Wonders assessments. Teachers will meet during grade level and data meetings to discuss the data from the assessments and will adjust instruction according to the data.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

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Teachers will receive continued professional development introducing and modeling engagement activities. Daily instruction will include active student participation and engagement through collaborative conversations, writing, reading and investigation.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling and demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will be imbedded in the Daily 5 instruction.	Direct Instruction			10/05/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Goal 2:

All students at Sherwood Elementary School will become proficient in math skills on their individual grade level as determined by the Alabama Mathematics COS.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Mathematics by 05/08/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Use scientifically research based programs to improve math proficiency - Use scientifically research based programs and the 2013 Alabama Mathematics Course of Study to improve math proficiency. Utilize data from Renaissance Learning STAR Enterprise Math and summative and formative assessments based on the Alabama Mathematics Course of Study to determine proficiency of standards.

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Strategy2:

Pacing Calendar Development - Pacing Calendar Development - Teachers will meet to develop an updated math pacing guide (curriculum guide) for grades K-8 to guide the teaching of the 2013 Alabama Mathematics Course of Study objectives. Teachers will adhere to the updated pacing calendar and assess the standards.

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Activity - Pacing Calendar Update	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level leaders will provide information to update the current pacing calendar and evaluate the changes needed to align the guide with the COS. Grade level leaders will present the newly adopted pacing guides to the faculty and staff. Teachers will adhere to the new pacing guide.	Direct Instruction			08/04/2014	05/04/2015	$0 - No Funding Required	Administration and Staff

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes. Teachers will utilize Global Scholar and STAR Enterprise Math as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction			08/04/2014	10/05/2014	$0 - No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling, demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will join the daily lesson instruction.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

All Sherwood students will become proficient readers on their individual grade level

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Reading by 04/01/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Literacy Strategies (Student Engagement) - All teachers will implement explicit, rigorous, and engaging instruction in every literacy lesson. Research Cited: Skillful readers have the ability to apply comprehension strategies, phonics, and phonemic awareness while reading complex text (Alabama Reading Initiative).

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor students monthly using the DIBELS program, along with the Renaissance Learning STAR Enterprise Reading Assessment. Teachers will collect data from weekly Mc-Graw Hill Reading Wonders assessments. Teachers will meet during grade level and data meetings to discuss the data from the assessments and will adjust instruction according to the data.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development introducing and modeling engagement activities. Daily instruction will include active student participation and engagement through collaborative conversations, writing, reading and investigation.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling and demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will be imbedded in the Daily 5 instruction.	Direct Instruction			10/05/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Goal 2:

All students at Sherwood Elementary School will become proficient in math skills on their individual grade level as determined by the Alabama Mathematics COS.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Mathematics by 05/08/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Pacing Calendar Development - Pacing Calendar Development - Teachers will meet to develop an updated math pacing guide (curriculum guide) for grades K-8 to guide the teaching of the 2013 Alabama Mathematics Course of Study objectives. Teachers will adhere to the updated pacing calendar and assess the standards.

Research Cited: Pacing guides improve student performance and reduce gaps in student achievement, aid to avoid gaps in learning when students transfer from school to school or move from grade/level to grade/level, help to avoid unintended repetition in learning when students transfer from school to school or move from grade/level to grade/level, render results that inform decisions made concerning (e.g., changes needed in) instructional strategies, programs, curriculum, etc., and inform collaboration between educators. Illuminate Education

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling, demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will join the daily lesson instruction.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Pacing Calendar Update	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level leaders will provide information to update the current pacing calendar and evaluate the changes needed to align the guide with the COS. Grade level leaders will present the newly adopted pacing guides to the faculty and staff. Teachers will adhere to the new pacing guide.	Direct Instruction			08/04/2014	05/04/2015	$0 - No Funding Required	Administration and Staff

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes. Teachers will utilize Global Scholar and STAR Enterprise Math as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction			08/04/2014	10/05/2014	$0 - No Funding Required	Administration and Staff

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

All Sherwood students will become proficient readers on their individual grade level

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Reading by 04/01/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Literacy Strategies (Student Engagement) - All teachers will implement explicit, rigorous, and engaging instruction in every literacy lesson. Research Cited: Skillful readers have the ability to apply comprehension strategies, phonics, and phonemic awareness while reading complex text (Alabama Reading Initiative).

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling and demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will be imbedded in the Daily 5 instruction.	Direct Instruction			10/05/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Small Group (Tiered) Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group or tiered instruction in every classroom at least four times a week to focus on comprehension, vocabulary, and other skills that are not mastered. Teachers will use a COS Checklist to document student successes.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development introducing and modeling engagement activities. Daily instruction will include active student participation and engagement through collaborative conversations, writing, reading and investigation.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor students monthly using the DIBELS program, along with the Renaissance Learning STAR Enterprise Reading Assessment. Teachers will collect data from weekly Mc-Graw Hill Reading Wonders assessments. Teachers will meet during grade level and data meetings to discuss the data from the assessments and will adjust instruction according to the data.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Strategy2:

Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled reading groups and learning centers. Reading teachers will provide additional small group instruction for struggling readers each day during a protected intervention time. All teachers will provide opportunities to apply reading skills during all subjects and model the appropriate skills' applications.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning			08/04/2014	05/01/2015	$400 - Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Measurable Objective 2:

90% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 05/01/2015 as measured by percentage of students scoring benchmark .

Strategy1:

Explicit Reading Instruction - Reading teachers will provide reading instruction for all students daily. Students will meet daily for leveled reading groups and learning centers. Reading teachers will provide additional small group instruction for struggling readers each day during a protected intervention time. All teachers will provide opportunities to apply reading skills during all subjects and model the appropriate skills' applications.

Research Cited: The McGraw Hill Wonders Program which is used for reading is SRB and aligned with Alabama's English Language Arts COS.

Activity - Teacher Training on implementation of Alabama's Course of Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through through the McGraw Hill Wonders reading program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.	Professional Learning			08/04/2014	05/01/2015	$400 - Title I School Improvement (ISI)	Sherry Smith is the local member of the Distrct CCRS Team

Strategy2:

Utilize PLC concept - Professional Learning Community concept will be used to help teachers collaborate to revise and improve small group

instruction and intervention.

Research Cited: Rick and Becky DuFour Learning by Doing

Activity - Use District Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the instructional coach to help teachers improve current practices.	Academic Support Program			10/01/2013	05/09/2014	$0 - Title I Schoolwide	Principal and District Instructional Coach

Activity - Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly and review data from DIBELS assessments and learning checks.	Academic Support Program			10/01/2013	05/09/2014	$0 - Title I Schoolwide	Principal and District Instructional Coach

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All Sherwood students will become proficient readers on their individual grade level

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Reading by 04/01/2015 as

measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Literacy Strategies (Student Engagement) - All teachers will implement explicit, rigorous, and engaging instruction in every literacy lesson.

Research Cited: Skillful readers have the ability to apply comprehension strategies, phonics, and phonemic awareness while reading complex text (Alabama Reading Initiative).

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling and demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will be imbedded in the Daily 5 instruction.	Direct Instruction			10/05/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Activity - Data Collection and Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor students monthly using the DIBELS program, along with the Renaissance Learning STAR Enterprise Reading Assessment. Teachers will collect data from weekly Mc-Graw Hill Reading Wonders assessments. Teachers will meet during grade level and data meetings to discuss the data from the assessments and will adjust instruction according to the data.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Measurable Objective 2:

90% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 05/01/2015 as measured by percentage of students scoring benchmark .

Strategy1:

Utilize PLC concept - Professional Learning Community concept will be used to help teachers collaborate to revise and improve small group instruction and intervention.

Research Cited: Rick and Becky DuFour Learning by Doing

Activity - Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly and review data from DIBELS assessments and learning checks.	Academic Support Program			10/01/2013	05/09/2014	$0 - Title I Schoolwide	Principal and District Instructional Coach

Goal 2:

All students at Sherwood Elementary School will become proficient in math skills on their individual grade level as determined by the

Alabama Mathematics COS.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on the required Alabama ACT Aspire assessment in Mathematics by 05/08/2015 as measured by percentage of students being ranked ready on the ASPIRE.

Strategy1:

Pacing Calendar Development - Pacing Calendar Development - Teachers will meet to develop an updated math pacing guide (curriculum guide) for grades K-8 to guide the teaching of the 2013 Alabama Mathematics Course of Study objectives. Teachers will adhere to the updated pacing calendar and assess the standards.

Research Cited: Pacing guides improve student performance and reduce gaps in student achievement, aid to avoid gaps in learning when students transfer from school to school or move from grade/level to grade/level, help to avoid unintended repetition in learning when students transfer from school to school or move from grade/level to grade/level, render results that inform decisions made concerning (e.g., changes needed in) instructional strategies, programs, curriculum, etc., and inform collaboration between educators. Illuminate Education

Activity - Formative assessment and differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive continued professional development modeling, demonstrating, and discussing formative assessment and differentiated instruction. Daily instruction will include formative assessments for immediate skills and standards feedback. Differentiated activities will join the daily lesson instruction.	Direct Instruction			08/04/2014	05/01/2015	$0 - No Funding Required	Administration and Staff

Strategy2:

Use scientifically research based programs to improve math proficiency - Use scientifically research based programs and the 2013 Alabama Mathematics Course of Study to improve math proficiency. Utilize data from Renaissance Learning STAR Enterprise Math and summative and formative assessments based on the Alabama Mathematics Course of Study to determine proficiency of standards.

Research Cited: STAR Math is a SRB program. "Incorporating the Common Core Standards into our already highly regarded content standards brings a new level of rigor and perceptual understanding to teaching and learning." Dr. Tommy Bice, Alabama Superintendent of Education

Activity - Monitor Standards Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and district instructional coaches will perform walk through observations. Teachers will take part in follow up conferences and data review meetings. Teachers will take part in professional development to learn new strategies to implement the standards.	Direct Instruction			08/04/2014	05/01/2015	$5000 - Title I Schoolwide	Administration and Staff

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

3. Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Teachers are recruited and hired with the requirement of being highly qualified and their certification must be in the assigned area. All teachers participate in school wide programs to ensure all teachers are well trained and maintain a high understanding of the latest instructional strategies.

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Sherwood Elementary School had one teacher to retire for the 2013-2014 school year. This was a turn over rate of 1 of 25 or 4%. A highly qualified teacher was hired to replace her.

2. What is the experience level of key teaching and learning personnel?

The average years of experience of the 33 certified personnel is 12.6 years. The years range from one to 33 years. Of the certified faculty, 16 hold a Bachelor of Science, 14 hold a Master's degree and three have an EDS degree.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The principal participates in recruitment trips statewide to job fairs held by universities and colleges. When searching for prospective teachers, the principal uses the Alabama Search Soft Web site provided by the state to ensure that all candidates are high quality, including verifying references and questioning prior employers, professors and supervising teachers.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The district actively publicizes the area and schools located within our district to the surrounding Universities and to the military, as we are located near a large military base. The district aggressively recruits highly qualified teachers that may be moving or willing to relocate to the area. The district supports teachers, once hired, through the mentoring program and the district personnel director works to help teachers find the resources necessary to complete the highly qualified certification process. The personnel director will also hold training for all administrators in hiring practices, including imparting knowledge of how to make sure candidates are on track to be highly qualified.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Sherwood Elementary has a low teacher turnover rate. Teacher turnover is largely due to military or spousal relocation after a set amount of years have been completed in the area.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Teachers will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through the McGraw Hill Reading Wonders Program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Teachers, principals, paraprofessionals, other staff and parents will be trained through a systematic approach whereby they have been introduced to the standards and have determined their meaning throughout each grade level. Their training will continue through the McGraw Hill Reading Wonders Program. A district-wide CCRS Team has been established and continues to go to regional trainings. Attending members share out with faculty in professional development upon return.

3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

The district has a mentoring program that partners experienced teachers with new teachers for the purpose of retention, improvement, and collaboration. New teachers and mentors meet for 2.5 hours a week and complete professional development activities together during teacher professional development days.

4. Describe how this professional development is "sustained and ongoing."

Professional development is planned based on data, and approved by the Curriculum Coordinator. Professional development sessions are critiqued afterward to inform future decisions. Data is used to determine if the professional development is successfully implemented after the training. As implementation and impact are determined, so also will the continued professional development.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Phenix City Early Learning Center students zoned for Sherwood Elementary are brought over to spend half a day in the Kindergarten classrooms. During this time information is shared and the students are exposed to the Kindergarten curriculum.

Grade levels work together to analyze data and work on strategies to move students and cover standards intergrade level. These work sessions take place throughout the year as they discuss transition of students from one grade to the next.

Fifth grade students take a field trip to the Phenix City Intermediate School and visit classrooms and take a tour of the campus and learn about rules and procedures. The principal speaks to fifth grade parents during the Spring PTA meeting that features fifth grade students.

Tours are available on request for parents of new students.

Daily lessons in all grade levels will include active student engagement through writing, collaboration, reading and investigation.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

School based academic assessments are common among Sherwood Elementary School faculty and staff. Assessments, both formative and summative, are administered to determine student mastery of skills. Assessment data is utilized to determine if another instructional strategy should occur or pace should be adjusted. Teachers meet during grade level meetings to discuss student achievement.

SES teachers meet once a month in a formal data meeting to analyze student data. Teachers meet informally each week to discuss weekly data and to determine if any changes are necessary. Teachers document assessment data in progress monitoring notebooks.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Individual student state assessment results are reviewed and discussed to determine which students may need interventions. Renaissance Learning STAR Math and Reading is given along with other classroom assessments to determine which students need intervention. SES teachers meet once a month in a formal data meeting to analyze student data. Teachers meet informally each week to discuss weekly data and to determine which students need reteaching and intervention. Teachers document assessment data in progress monitoring notebooks. Data is reviewed regularly and submitted to the problem solving team if the student data continues to show a deficit that is increasing.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who are identified as experiencing difficulty in mastering the state's academic achievement assessment standards are provided on-going Response to Intervention (Instruction) Tiered interventions in their weak areas. Tiered lessons, DIBELS progress monitoring, STAR Reading and Math, Accelerated Reader and support staff are used to help students with extra practice.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are addressed through differentiated instruction by the use of the Daily 5 program combined with the Reading program and small groups and centers during Math. The Daily 5 program allows students to choose from a menu of 5 activities which are differentiated for each student based on their individual reading levels. The teachers present highly engaging activities to reach all learners. Students who do not respond to classroom instruction in the subjects of reading and math receive additional instruction using specific differentiated strategies to address their specific needs. Their progress is monitored and the strategies are adjusted accordingly.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

The school's workday schedule for teachers allows them time on contract after school hours. This time is used to tutor students in need. The school also offers Family Reading and Family Math nights at 4 times during the school year.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Migrant - Transportation and registration needs are addressed through district policy and procedure and state law

English Language Learners - We use Transact when communicating important documentation to parents, the WIDA standards and Can Do statements for EL Student academic progress. We also have an EL Coordinator/Coach

Economically Disadvantaged - We use title one funds to support the economically disadvantaged students through the creation and adherence to the continuous improvement plan.

Special Education - Special education teacher and instructional aids are used to support students with IEPs. The IEP referral process is set forth by law, policy and procedures. RTI is used at our school to assist students. If all RTI efforts fail to improve the student at a sufficient rate the student then enters the special education referral process (with parent approval).

Neglected and/or Delinquent - Department of Human Resources is used by Sherwood Elementary school as a mandatory reporting agency. Students missing school are referred to truancy official in the school district. Reports are kept and monitored monthly.

Homeless Students - Guidance uses a coordination of local, state and federal agencies to assist students that are displaced. Registration for displaced students is similar to that of Migrant students in its requirements, so as to decrease the difficulty.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The schoolwide goals are directly tied to improving teaching and learning as well as to student achievement. Sherwood Elementary School teachers, provided by state foundation funds and local funds, share in the responsibility for schoolwide goals from creation to implementation. They are also supported in their efforts to achieve these goals by state funded administrators, a media specialist, an instructional coach, and support staff. State and Federal funds provide us with the ability to provide professional development which provides our faculty with new instructional strategies.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Alabama Reading Initiative, East Alabama Regional Inservice Center, Transportation, Books, Technology, Title I, Child Nutrition Program

The appropriate coordination of these resources is crucial to ensure that each funding source is utilized appropriately to maximize improvement and achievement. The administration, in cooperation with the CIP committee and school district officials work to ensure that all Title I funds are used to supplement existing programs for achieving school-wide goals. Care is given to make certain that services are not duplicated and that no programs are replaced or supplanted.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Through counseling there is an anti-bullying program that allows students a pathway to notify adults of harassment and bullying, thereby increasing their ability to achieve the classroom. Sherwood Elementary School also receives a Federal Fruit and Vegetable Grant which provides healthy snacks for students three days a week. Severely economically disadvantaged students identified by the counselor, receive Food For Kids, weekend nourishment bags provided by a local agency.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

The school faculty completes implementation and impact checks, using formative assessment data, survey data, and tier 1 instruction evaluation, to determine to what level the strategy is implemented and whether it is having an impact on learning. We complete several walkthroughs and once a year the walkthrough team along with the principal complete an evaluation of our Continuous Improvement Plan.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The data from the State's annual assessment is most helpful as a summative assessment for measuring year long improvement goals. The state assessment also affords the school the most workable data, as it can be disaggregated to give several different pictures of our school's academic achievements. Sherwood Elementary School also utilizes data collected from DIBELS reports which are conducted three times a year, Global Scholar data, and STAR Math and Reading data.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school determines if the school wide program has been successful for those furthest from achieving standards by tracking struggling students' individual data. The individual formative scores from Renaissance Star and Benchmark or unit tests are used to determine whether strategies are affecting the learning of struggling students. Teacher made formative and summative assessments are used to determine if standards are being mastered.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The data informed CIP Team discusses Impact and Implementation checks and student data. Then the team reviews the goals, strategies and activities to determine needs. If a change is shown to be needed, the team members will then share out with the faculty, parents and community to seek additional information. Once all input is reviewed a determination is made as to the best changes to be made.

Coordination of Resources-Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	30.13

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	32.87

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1338970.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	76494.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	53792.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	42395.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	10115.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   1,521,766.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Our strategies to close the gap require a decrease in class size and the use of aides. Budgetary items outside of salaries and benefits include items used for engagement and specific strategies used to assist students through tier 1 and tier 2. Specific reading strategies using highlighters and journals for writing require notebooks, highlighters, student whiteboards, folders, triboards and other supply materials. Specific reading strategies require the purchase of manipulative items and other materials to create hands on, engaging lessons. Computer software and equipment is used for monitoring progress of students in all tiers of instruction.

$ 54,874.00 - Salaries: 2 parapros, 30% Teacher, 7.77% EL Teacher

$ 750.00 - Substitutes

$ 32,612.00 - Benefits

$ 1,000.00 - Student Educational

$ 5,474.00 - Supplies

$ 2,098.00 - Software

$ 2,879.00 - Computer equipment

$ 1,949.00 - Parental Involvement

$ 2,250.00 - Professional Development

$103,886.00 - Total Title I budget

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	103886.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

These funds are housed at the Central Office and will be requested for use.

Teachers will continue to work on the Alabama COS (CCRS) which includes unpacking, understanding, setting pacing guides and creating lessons and assessments for the new standards.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

EL coordinator for the district, will train local EL representatives in the latest law and procedures. Local teachers will attend workshops on best practices when teaching EL students using WIDA standards and CAN-DO statements.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
2.	Local Funds Provide the total.	215964.0