

2016 - 2018 Sherwood Elementary School Improvement Plan

(School Name) School Contact Information

School	Sherwood Elementary	Courier Number	360490
Address	1744 Dixon Road	Phone Number	704-866-6609
	Gastonia, NC 28054	Fax Number	704-866-6617
School Website	http://www.gaston.k12.nc.us/Domain/47	Principal	Tyler West

(School Name) School: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personal, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall be members of the building-level staff. "

Committee Positions	Name	Email Address	Date Elected
Principal	Tyler West	tnwest@gaston.k12.nc.us	N/A
Assistant Principal	Marsha Michael	mcmichael@gaston.k12.nc.us	N/A
Teacher Representative	Lisa Rhinehart	lkrhinehart@gaston.k12.nc.us	2015
Teacher Representative	Paige Bolt	pfbolt@gaston.k12.nc.us	2016
Teacher Representative	Tonya Dye	tbdye@gaston.k12.nc.us	2014
Teacher Representative	Katie Stagg	kkstagg@gaston.k12.nc.us	2016
Teacher Representative	Traci Pate	tapate@gaston.k12.nc.us	2015
Teacher Representative	Christina Smith	cbsmith@gaston.k12.nc.us	2014
Teacher Representative	Bethany Falls	blfalls@gaston.k12.nc.us	2015
Teacher Representative	Paris Suttentfield	pmsuttentfield@gaston.k12.nc.us	2016
Instructional Support Representative	Lisa Barbee	labarbee@gaston.k12.nc.us	2015
Instructional Assistant	Tyler Bullock	tsbullock@gaston.k12.nc.us	2015
Parent Representative	Sarah Davis	thedavisfamily2005@gmail.com	2016
Parent Representative	Cheryl Moore	nathan08mom@gmail.com	2016

Principal Signature: Tyler West

Date: 9/12/2016

Date Prepared: _____

GCS Board Approval Signature: _____ Date: _____

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2016 - 2018 (School Name) School Improvement Plan

Gaston County School's Values

Beliefs	Four C's
Safety	Commitment
Diversity	Community
Innovation	Communication
Collaboration	Choice
Excellence	

Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

Sherwood Elementary School's Mission and Vision Statement

Vision: Creating globally competent, confident, and caring kids.

Mission: All children will have the opportunity to learn and grow in a supportive atmosphere that promotes 21st century skills in an environment of mutual respect.

Sherwood Elementary School SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

1. Increase overall (grades 3-5) Math EOG scores from 46.5% to 55% proficient over the next two school years.

2. Increase proficiency on the TRC measures (grades K-3) from 49% to 60% over the next two school years.

Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

Focus Area 1.1 Increase the graduation rate

1.2 Increase students completing Career and Technical Education courses and opportunities

1.3 Increase the number of students who graduate from high school with post-secondary credit

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

Focus Area 2.1 Increase the percentage of students reading on or above grade level by the end of the third grade

2.2 Increase the strategies and tools available to ensure success of all students

2.3 Increase opportunities for a wide variety of academic choices

Goal 3: Every employee is capable and committed to the education of the whole child.

Focus Area 3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives.

3.2 Provide employees increased access to quality, research-based professional development

3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate

Goal 4: Every school has up-to-date technology to support teaching and learning.

Focus Area 4.1 Ensure all schools have sufficient wireless coverage

4.2 Increase the use of technology as a communication tool for all stakeholders

4.3 Increase the number of teachers and students who effectively use digital learning tools

Goal 5: Every student has the opportunity to learn in a safe school environment.

Focus Area 5.1 Increase facility safety features

5.2 Increase anti-bullying efforts at every school

5.3 Increase community resources to maximize student support systems

Elementary School level Strategies and Monitoring

Assessments Third Grade	Math			Reading			Notes:
	Rank:			Rank:			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	64.6	66.2	69.40	49.2	66.8	55.2	
	Strategies and Measures: Student Data Notebooks with NCE tracking; differentiated math PD; afterschool tutoring in the spring			Strategies and Measures: Student Data Notebooks with NCE tracking; afterschool tutoring in the spring; RAZ kids in all classrooms with use at home and in the morning before school starts; K-5 SIOP training.			

Assessments Third Grade Reading Sub-groups	LEP			SWD			EDS		
	Rank:			Rank:			Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	NA			15	45.7	20	47.9	58.4	55
	Strategies and Measures: K-5 SIOP Training			Strategies and Measures:			Strategies and Measures:		

Assessments Third Grade Reading Sub-groups	Black			Hispanic			Notes:
	Rank:			Rank:			
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	
	47.9	NA	55	41.7	58.8	50	
	Strategies and Measures:			Strategies and Measures: K-5 SIOP Training			

Assessments Fourth Grade	Math			Reading			Notes:		
	Rank:	1		Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	36.8	67.3	46.9	52.6	67.1	60.4			
	Strategies and Measures: Student Data Notebooks with NCE tracking; differentiated math PD; afterschool tutoring in the spring			Strategies and Measures: Student Data Notebooks with NCE tracking; afterschool tutoring in the spring; RAZ kids in all classrooms with use at home and in the morning before school starts; K-5 SIOP training.					
Assessments Fourth Grade EC	Math			Reading			Notes:		
	Rank:			Rank:					
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal			
	17.4	NA	25	17.4	NA	25			
	Strategies and Measures:			Strategies and Measures:					
Assessments Fifth Grade	Math			Reading			Science		
	Rank:	1		Rank:			Rank:		
	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal	School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
	38.1	65.8	47.9	40.2	65.8	53.1	62.9	70.1	66.3
	Strategies and Measures: Student Data Notebooks with NCE tracking; differentiated math PD; afterschool tutoring in the spring			Strategies and Measures: Student Data Notebooks with NCE tracking; afterschool tutoring in the spring; RAZ kids in all classrooms with use at home and in the			Strategies and Measures:		

morning before school starts; K-5 SIOP training.

Assessments
Fifth Grade
EC

Math

Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
<5	NA	20

Strategies and Measures:

Reading

Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
<5	NA	20

Strategies and Measures:

Science

Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal
13.3	NA	20

Strategies and Measures:

Retentions

Rank:		
School Current Status	GCS Strategic Plan Goal	School's 2016-2017 Goal

Strategies and Measures:

Notes:

Retentions

2016 - 2018 Sherwood Elementary School Improvement Plan

Smart Goal # 1			
Strategic Plan Goal:		Goal 2	
Strategic Plan Goal focus area:		2.1	
Current Status: 47% of 3-5 students are proficient on the Reading EOG (May 2016). 49% of K-3 students are proficient or above on the TRC measure (EOY 2016).			
School Interim (Year 1) Goal 2016-2017: 50% of 3-5 students will be proficient on the Reading EOG by May 2017. 55% of K-3 students will be proficient or above on the TRC measure by the EOY 2017.			
School (Year 2) Goal 2016-2018: 55% of 3-5 students will be proficient on the Reading EOG by May 2018. 60% of K-3 students will be proficient or above on the TRC measure by the EOY 2018.			
Data Used: mCLASS TRC measure			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
K-5 teachers will be trained on the SIOP Model, a research-based framework for helping struggling readers and language learners understand content. These instructional practices will be monitored on administrator walkthroughs and lesson plan checks.	West, Barbee, Elting, Sherwood's SIOP Leadership Team	TRC scores for K-3 students; Walkthrough data	Monthly TRC progress; Benchmark times (September, January, May)
Instructional computer labs will be used for reading remediation during the students' arrival time. Strategic and Intensive students will use RAZ Kids, Read Theory, and Compass Learning to practice reading comprehension. These students' progress will be monitored and discussed at PLCs.	Teachers and TAs assigned to computer lab from 7:20 - 8:00; Administration and PLCs	TRC progress monitoring; RAZ Kids and Compass Learning usage data	4x a year - at the end of each grading period
Teachers in grades 2-5 will monitor NCE data on STAR reading tests and implement Student Data Sheets. This data will be used to plan for reading interventions. Third, fourth, and fifth graders with NCE scores of 40 - 60 will be included in after school reading tutoring sessions in the spring of this school year.	Teachers in Grades 2-5; Administration; Instructional Facilitator	NCE scores in Renaissance Place	4x a year - at the end of each grading period
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
	SIOP Team will attend a 2 day cohort. They will		

SIOP Team: Harris, Etter, Jones, Leeper, Sloop, McClain, Falls, Barbee	SIOP Team will attend a 3-day cohort. They will meet with the SIOP Trainer to plan monthly SIOP trainings at Sherwood's faculty meetings.	Lisa Elting Jordan	Cohort: Sept. 16, Oct. 7, Oct. 21; Faculty Meetings: October - April
Read Theory refresher for teachers	Third Grade team will teach all interested teachers how to use the free online program, ReadTheory.org.	Third Grade Team	October/November faculty meeting

2016 - 2018 Sherwood Elementary School Improvement Plan

Smart Goal # 2			
Strategic Plan Goal:		Goal 2	
Strategic Plan Goal focus area:		2.2	
Current Status: 46.5% of 3rd-5th graders were proficient on the Math EOG.			
School Interim (Year 1) Goal 2016-2017: 50% of 3rd-5th graders will be proficient on the Math EOG by 2017.			
School (Year 2) Goal 2016-2018: 55% of 3rd-5th graders will be proficient on the Math EOG by 2018.			
Data Used: Math EOG Scores			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Teachers will take part in Professional Development to learn how to use STAR Math standards reports to differentiate math small groups, incorporating Blendspace technology. This instructional practice will be monitored on administrator walkthroughs and lesson plan checks.	K-5 Teachers; Erin Stewart (3rd grade teacher, trainer); Administration; Instructional Facilitator	Walkthrough data; STAR Math data	4x a year - at the end of each grading period
Teachers in grades 2-5 will monitor NCE data on STAR math tests and implement Student Data Sheets. This data will be used to plan for math interventions. Third-fifth graders with NCE scores of 40 - 60 will be included in after school math tutoring sessions in the spring of this school year.	Teachers in Grades 2-5; Administration; Instructional Facilitator	NCE scores on STAR Math	4x a year - at the end of each grading period
Teachers will host Lunch and Learns and Family Fun Nights that teach parents the math curriculum & standards. Strategies will be given for helping students and playing games with students at home.	K-5 Teachers; Administration; Instructional Facilitator; Parent Involvement Specialist	Sign-in sheets to track attendance; STAR Math data	4x a year - at the end of each grading period
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
K-5 Teachers	Teachers will observe a master teacher using STAR Math standards reports to differentiate math small groups with Blendspace technology. They will then learn how to create these assignments on their own. In PLCs, teams will work together to analyze STAR Math data and create differentiated Math Blendspace boards to use in small groups.	Erin Stewart, third grade teacher at Sherwood	Observations in early September; Training at the September 13th Faculty Meeting; Continuing in PLCs through November 2016

Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers. Our SIT team discussed and voted on the following decision: Due to reduction in number of teacher assistants from state and local funding, duty free lunch is not available for classroom teachers at this time. If the remaining teacher assistants provided coverage in the cafeteria, instruction would suffer in the effected grade levels and classrooms, and the safety of the supervised students would be compromised.
2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week. Each classroom teacher is provided with 2.5 hours of instructional planning time each week. This planning time is provided through intinerant teachers allotted by the county who are instructing the students in PE, Music, and Art. We also teach Computer and Media curriculums in the specials time slots. In addition, each classroom teacher has afternoon planning time (2:30-3:15) to use at their discretion. This equals 6.25 hours of planning a week.
3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment.
4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class.

Title I Statewide Project Summary: Needs Assessment

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

1. Summary of Comprehensive Needs Summary: Staff: Sherwood Elementary has 31 classroom teachers in grades K-5 and 7 teacher assistants that serve grades K-1. There is one full time ESL teacher and one full time AIG teacher, two and a half EC teachers, and one literacy teacher. All teachers and teacher assistants are considered highly qualified.

Students: Sherwood currently enrolls 650 K-5 students. The student ethnicity groups include: 38% Black, 8% Multiple Race, 31% White, 22% Hispanic, and 1% Asian. Our free and reduced-price lunch status is currently around 65%.

Student Achievement:

2015-2016 EOY MClass Data shows that 49% of our students are proficient on the TRC measure. This decreased from 62% proficient from the year before. Proficiency by grade level was 57% (K), 26% (1st), 66% (2nd), and 54% (3rd). All of these grade level proficiency numbers have decreased from the year before. This data shows a strong need for focus and growth in 1st grade.

2015-2016 EOG Scores showed the following proficiency percentages:

Grade	Reading: On Grade Level	Math: On Grade Level
3rd Grade	48.0	64.8
4th Grade	53.15	35.14
5th Grade	39.8	37.7

All of these grade level numbers increased from the year before, showing strong data in 3rd grade math and 4th grade reading.

2015-2016 Discipline Data showed a strong trend toward male students, disruptive behavior, and aggressive behavior.

Gender	Referrals	Percent of Referrals
F	171	16%
M	918	84%

Offense	Referrals	Percent of Total Referrals
Aggressive behavior	213	20%
Disruptive behavior	286	27%

Areas of Need: (1) First grade comprehension skills are low, and there is a large amount of growth expected in this grade level. Reading instruction will be studied in PLCs, and two instructional teacher assistants will be paid for out of Title 1 funds and assigned to this grade level to help teachers meet students' needs. (2) There is evidence of continued need for literacy interventions and a literacy teacher in grades 1 and 2. All staff will be trained on SIOP strategies for ELLs and struggling readers. (3) 4th grade test scores are considerably low in math, and 5th grade test scores are considerably low in math and reading. Standards-based differentiation will be a focus in these PLCs. (4) There is a need for additional behavioral supports throughout the school, especially for the male students. Professional development and additional student incentives will be implemented to support the Positive Behavior System already in place.

2. School wide Reform Strategies: (1) A variety of family activities are provided to build stronger home-school relationships. Strategies include creating leadership opportunities for parents on PAC, SIT, and as mentor/volunteers; parent events/workshops around STEM, reading strategies, and math games at home; and maintaining ongoing communication with parents and documenting parent contacts to ensure that all parents receive frequent interaction. (2) PLCs at Sherwood focus on standards-based instruction and common assessments to plan remediation and acceleration activities. Lesson plan monitoring includes a check on intervention plans, differentiated math and reading groups, and meaningful integration of technology. (3) As a PBS (Positive Behavior Support) school, expectations are taught for all areas of the school. Students are rewarded with daily, weekly, and quarterly incentives for good behavior. A school focus on the "7 Habits of Happy Kids" will increase our school communication about positive expectations and student leadership. (4) Reading interventions will be offered in the computer lab before school, and after-school tutoring will be an option this spring.

3. Instruction by a highly qualified professional staff: To ensure that highly qualified teachers instruct students, there is a collaborative effort between the district and the school to recruit, hire, and assign quality teachers. There is a commitment by all to get the right teachers on board in the correct assignment. This requires a review of credentials at the school and district level. Currently 100% of the staff population is considered Highly Qualified by the state of North Carolina.

4. High quality and ongoing professional development: Professional development opportunities are aligned to the results of the comprehensive needs assessment. Teachers and staff participate in various, ongoing staff development activities designed to facilitate district and school-wide initiatives. Professional development plans reflect research-based instruction and best teaching practices. The areas of focus chosen for the year ahead are reading strategies, behavior management, and math differentiation. All sessions are conducted by professionals trained and/or experienced in the area in which they are presenting. All training is evaluated in terms of student achievement and staff evaluations.

5. Strategies to attract high quality teachers to high needs schools: The following non-monetary incentives will be used to attract highly qualified teachers:

- Mentors for beginning teachers
- TIPS program through GCS for beginning teachers
- Support Staff (Nurse, School Counselor, Social Worker)
- Ongoing Professional Development provided at the school level tied to instructional needs
- Positive Behavior Support and Multi-Tiered Systems of Support Implementation
- Parent Involvement Specialist and active PTO
- Two Stationary Computer Labs, Seven Chromebook Carts, One iPad Carts, and SMART Boards in each classroom
- Volunteers and mentors for identified students

6. Strategies to increase parent involvement: A Parent Involvement Specialist is employed by the school, and a parent involvement committee coordinates family activities. A variety of activities are provided to build stronger home-school relationships, including at least 4 academic family fun nights throughout the year. Parent conferences are conducted twice a year and on an as-needed basis. School and classroom web pages keep parents updated and offer opportunities for two-way communication through emails. School-home communication is consistently carried out through an automated phone system, monthly newsletters, and notes to parents in student agendas/folders.

7. Pre-school transition strategies: Pre-K students transition to Kindergarten and 5th grade students transition to Middle School. Pre-K students from outside locations are given the opportunity to experience Kindergarten and take a tour in late May. Kindergarten screenings also help to identify students who attended Pre-K (or haven't attended at all) who will need support in Kindergarten. All fifth grade students visit their middle school assignment and receive an on-site orientation and tour of the school.

8. Including teachers in decisions regarding the use of assessment: Teachers are given the opportunity to participate in decision making through membership on the School Improvement Team (SIT), the Mutli-Tiered Systems of Support (MTSS) team, grade level PLC teams, school-level committees, staff meetings, and formal and informal surveys. As we implement MTSS, teachers and PLC teams will use multiple sources of data to create and implement tier plans to maximize our curriculum to meet the needs of all students. Teachers monitor student progress through mClass, STAR, common assessments, and other informal assessments and analyze the data to determine changes to curriculum and instructional plans.

9. Activities for children experiencing difficulty: Students who experience difficulty will be supported in a variety of ways. Using multiple data points from informal and formal assessments, report cards, and teacher/parent input, teachers will write a tier plan for any student who is not performing at grade level according to MTSS guidelines. Teachers will regularly update the tier plans to indicate if the strategies are effective. Reading and math small group instruction will be the standard for all regular classrooms. Sherwood will continue to use PBS as the school-wide system for student behavior management. Our school will purchase Book Flix and Reading A to Z for students experiencing difficulty to increase the amount of text available on their instructional level.