

Comprehensive Progress Report

Mission: Learning for All, Whatever it Takes.

Vision: Sherwood Park will become the school it is destined to be - a place where the adults understand that every child deserves learning experiences that support and encourage him/her academically, socially, and emotionally.

Goals:

Sherwood Park Elementary School will move from a 59 school performance grade to a 62 school performance grade by the end of the 22-23 school year.

Sherwood Park Elementary School will reach a proficiency of 55% for both reading and math by the end of the 22-23 school year.

Sherwood Park Elementary School will build a strong home-school connections by providing ways for parents to support their child's education by hosting at least 6 parent learning opportunities during the 22-23 school year.

Sherwood Park Elementary School will close the achievement gap between African American students and students with disabilities and increase proficiency in reading with both of these subgroups by the end of the 23-24 school year.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			PBIS has been introduced to the staff in previous years, however the implementation has not been actively monitored or addressed. At Sherwood Park Elementary School teachers know and understand the PBIS matrix, teach it during the beginning of the year and randomly follow through on the actions necessary to ensure the program is effectively ran.	Limited Development 10/03/2022		
How it will look when fully met:			When this objective is fully met, we will see a decrease in the number of students not actively engaged in teaching and learning. Students will be more engaged and will be rewarded a minimum of once per month for positive behavior. The faculty and staff will participate in a professional development session on creating a culture of consistency throughout the school building by establishing school wide procedures that will be taught to every student and followed by all in the building. SWPES will spend the first ten days of the school year reviewing CCS and SWPES policies and procedures and each teacher will actively model what the expectation is for all routines throughout the building. Sherwood Park Elementary School will be a true PBIS school and all teachers will actively participate in the program with their students.		Haley Frank	06/30/2023
Actions				0 of 6 (0%)		
	10/3/22	All personnel will be trained in the 4 step discipline plan and the use of ABE at the beginning of the school year. Evidence of completion will include training documentation and sign-in sheets.			Rosalind McGill	10/31/2022
<i>Notes:</i>						
	10/3/22	Teachers who have excellent classroom management skills will regularly share strategies and techniques of effective classroom management during faculty meetings.			Haley Frank	05/26/2023
<i>Notes:</i>						
	10/3/22	Teachers who have excellent classroom management skills will be assigned as mentors to those who are in need of building their capacity			Instructional Leadership Team	05/26/2023

	as classroom managers.			
	<i>Notes:</i>			
10/3/22	Teachers will intentionally implement the PBIS BEAR Code matrix.		Rosalind McGill	05/26/2023
	<i>Notes:</i> 8/29/22 - PBIS team is issuing a BEAR Code matrix to ensure that a visual model is available for students/staff. 9/12/22 - Mrs. McGill and Ms. Frank trained the staff on 9/12/22 on PBIS at Sherwood Park Elementary School.			
10/3/22	The instructional coach and LEAD Success Coordinator will work closely with beginning teachers to address classroom management issues and teach techniques on effective classroom management.		Sandy Purcell	05/26/2023
	<i>Notes:</i> 9/1/22 Instructional Coach includes Classroom Management quick techniques in her weekly newsletter to assist teachers and other staff members. In addition, the Instructional Coach includes Teach Like Champion 2.0 book strategies for teaching in her weekly school newsletter.			
10/3/22	All beginning teachers will participate in a book study of Teach Like a Champion with the LEAD Success Coordinator and Instructional Coach.		Julie Grates	05/26/2023
	<i>Notes:</i> 8/31/22 - All beginning teachers have received a copy of Teach Like a Champion to begin reading for the 22-23 school year. 9/12/22 - Instructional Coaches provide weekly strategies from Teach Like a Champion in their weekly newsletter.			

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	

Initial Assessment:	Grade level teams meet weekly with the instructional leadership team to discuss standards to be taught during the following week. Data discussions are being held during this time as well.	Limited Development 10/03/2022		
How it will look when fully met:	The Grade level (Instructional Team) will determine the concepts, principles, and skills that will be covered within each unit of study; identify the standards/benchmarks that apply to the grade level and unit of study topic; determine all objectives that clearly align to the selected standards/benchmarks; arrange the objectives in sequential order; determines the best objective descriptors; and consider the most appropriate elements for mastery and construct criteria for mastery. We will continue to work on this objective during the 22-23 SY.		Julie Grates	05/26/2023
Actions		0 of 5 (0%)		
10/3/22	All classroom teachers will participate in a school wide professional development at the beginning of the 22-23 that will teach the instructional expectations at Sherwood Park Elementary School.		Instructional Leadership Team	10/31/2022
<i>Notes:</i> 8/19/22 -The Instructional Coaches at Sherwood Park facilitated a PD on 8/19/22 about the instructional expectations at Sherwood Park.				
10/3/22	Teachers will participate in guided collaborative planning weekly by the instructional leadership team. Teachers will be actively involved in unpacking the standards, understanding what they mean and creating a draft of standards-aligned lesson plans for the upcoming week.		Instructional Leadership Team	05/26/2023
<i>Notes:</i> 8/29/22-All grade levels participate in weekly extended planning (double resource). This began the 22-23 school year.				
10/3/22	Teachers will utilize a common lesson plan template.		Instructional Leadership Team	05/26/2023
<i>Notes:</i> 8/25/22--Teachers have begun submitting lesson plans on Thursday, Aug. 25, 2022. All teachers are using Cumberland County School				

	templates.			
10/3/22	All K-5 classroom teachers will implement the Wonders curriculum with fidelity within their classrooms.		Instructional Leadership Team	05/26/2023
<i>Notes:</i> 8/18/22--All K-5 teachers received training for Wonders on 8/18/22.				
10/3/22	All classroom teachers will actively participate in LETRS training and successfully complete all modules assigned by the required due dates.		Instructional Leadership Team	06/30/2024
<i>Notes:</i> 9/26/22 - Teachers participated in their first online session of LETRS training (Cohort 4 in July and Cohort 5 in August).				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This indicator is not fully implemented at Sherwood Park. We have a tiered instructional system, but it is not clearly defined. We have provided remediation instruction for students who teachers identify as having behavioral/academic issues, but we can take steps to do better.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		When fully implemented, teachers will be implementing tiered instruction within their classroom and will understand the importance of strategic assessment and referral of students who need additional support. Our tiered system will include: -Direct, high-quality instruction for all students and aligned remediation support for those students identified by the teacher based on data. Teachers will refer students to the Student Services Team when the student demonstrates the need for additional support after interventions within the classroom setting.		Jennifer Jasinski	05/31/2024

Actions			0 of 3 (0%)			
10/3/22	The equity-based MTSS Leadership team will facilitate professional learning for teachers throughout the school year to help build their capacity and understanding of best practices that align with MTSS.			Jennifer Jasinski	05/30/2024	
<i>Notes:</i>						
10/8/22	Grade level PLC teams will meet weekly to analyze subgroup data, specifically African American students and students with disabilities, to identify areas of weaknesses.			Jennifer Jasinski, Sandy Purcell, Julie Grates	05/30/2024	
<i>Notes:</i>						
10/8/22	Targeted interventions will be developed to address the achievement gap between the various subgroups at Sherwood Park.			Jennifer Jasinski, Sandy Purcell, Julie Grates	05/30/2024	
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers are encouraged to work with the "whole child," which means not just focus on the child's academic progress, but to also attend to the emotional and social well-being of the child.	Limited Development 10/03/2022		
How it will look when fully met:			When fully implemented, teachers will be able to demonstrate that they "know" their students beyond the academic realm of connection. They will have developed relationships with their students in which students know they can trust their teachers. Teachers will provide children with safe environments in which they can discuss examples and practice their emotion management skills for different situations and for changing their emotional states. Teachers will have been trained in Conscious Discipline. In addition, teachers will be fully implementing PBIS and Class DoJo as the SWPES Behavior Plan.		Sandy Purcell	05/31/2024
Actions			0 of 1 (0%)			
10/3/22	Teachers will effectively implement calm corners into all classrooms.			Frankie Colvin	06/23/2024	

Notes:

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		At the end of the school year, each grade level team creates classes for the upcoming year teachers. The initial classrooms are balanced racially, by gender, and by student needs, as much as possible, while also providing future teachers information to ease the students' transition.	Limited Development 10/03/2022		
How it will look when fully met:		Teachers will collaborate at grade level and vertically to ensure that standards-based lessons are taught and students are assessed regularly to ensure they are ready for the next grade.		Frankie Colvin	05/31/2024
Actions			0 of 1 (0%)		
	10/3/22	Grade levels will participate in monthly vertical planning.		Frankie Colvin	06/21/2024
Notes:					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The LEA has an LEA support and improvement team. The team offers professional development, a folder that houses school improvement plan resources, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/04/2022		
How it will look when fully met:		The district lead and school leaders will use the SIP to plan, do, monitor and assess the progress of the school improvement plan.		Kim Robertson	06/10/2023
Actions			0 of 1 (0%)		

10/4/22	Central services reviewers and/or coach of low performing schools will visit assigned schools in person no less than once per month. During the visit the central service reviewer and/or coach and the principal will discuss appropriate data to include, but not limited to, mClass, benchmarks, EVAAS, discipline, attendance, observation processes, teacher support and any additional support opportunities.				Kim Robertson	06/10/2023	
<i>Notes:</i>							
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)			Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Instructional Leadership Team meets weekly.			Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		The Instructional Leadership Team (principal, assistant principal, coaches, and counselor) will meet twice a month to review implementation of instructional practices. At least one member of the team will attend weekly grade-level planning meetings. All meetings will have an agenda and minutes will be recorded and submitted.				Jennifer Jasinski	06/10/2023
Actions					0 of 1 (0%)		
10/4/22	The team's meetings will be scheduled, agendas will be created, and minutes of meetings will be posted.				Jennifer Jasinski	06/10/2023	
<i>Notes:</i>							

Core Function:		Dimension B - Leadership Capacity					
Effective Practice:		Distributed leadership and collaboration					
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)			Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers participate in weekly data professional learning communities and instructional planning with their grade level and instructional			Limited Development 12/08/2021		

	leadership team. Feedback is given weekly on lesson plans and teams meet to go over any feedback or revisions that need to be made to lesson plans.			
How it will look when fully met:	When fully met, leadership will be distributed throughout the school building where teams are organized and given time to effectively implement quality programs within the school.		Jennifer Jasinski	06/23/2024
Actions		0 of 1 (0%)		
10/4/22	Team structures will be created with specific functions for the purpose of continuous improvement (instructional leadership team, correlates, SIT).		Jennifer Jasinski	05/23/2023
<i>Notes:</i> 9/29/22 - Instructional Leadership Team has been created that consists of administration and the instructional coaches. 9/29/22 - The school has established 4 correlates that align with CCS strategic plan and our SIP.				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently the instructional leadership team, to include the principal, assistant principal and instructional coach visit classrooms regularly and provide feedback via email, in person or through the Cumberland County Schools iRound tool. The instructional leadership team meets every Monday to determine their walkthrough schedule for the week and works to follow the assigned teachers for the week.	Limited Development 12/08/2021		
How it will look when fully met:		When the objective is fully met, all teachers will receive specific and actionable feedback on a weekly basis. Teachers will be providing standards based instruction 100% of the time and proficiency levels throughout Sherwood Park Elementary will increase.		Jennifer Jasinski	06/21/2024
Actions			0 of 1 (0%)		

12/8/21	The instructional leadership team will meet weekly to review lesson plan feedback and establish a walkthrough schedule to ensure every teacher is receiving feedback on a weekly basis.		Jennifer Jasinski	06/21/2024
<i>Notes:</i> 4-25-22 The ILT continues to meet weekly. Lesson plans are checked and feedback is given to teachers.				

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We meet weekly in PLCs to analyze assessment data.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		When fully met, grade level teams will meet weekly to analyze student data with the instructional leadership team. Teachers will use the data to inform instructional decisions and will create small groups based on the information received from the data. Each small group will be differentiated to meet the needs of the students and proficiency will be achieved by all students on all of the standards.		Sandy Purcell	05/26/2023
Actions			0 of 5 (0%)		
	10/3/22	Teachers will create, monitor, and evaluate student individual learning plans based on data.		Sandy Purcell and Julie Grates	05/26/2023
<i>Notes:</i> 3/28/22- Each teacher has participated in a weekly data day to create, monitor, and re-elevate students' performance based on data.					
	10/3/22	The Instructional Leadership Team will utilize iRounds and classroom observation data to inform decisions about targeted professional development for the school.		Instructional Leadership Team	05/26/2023

<i>Notes:</i>				
10/3/22	The Instructional Team will facilitate Data Days for grade levels after benchmarks to look at school performance data and aggregated classroom data to make decisions about school improvement (i.e. student achievement) and professional development needs. Staff will use information from data meetings to guide instruction, remediation and acceleration of student learning.		Instructional Leadership Team	05/26/2023
<i>Notes:</i>				
10/3/22	Teachers will actively participate in weekly data meetings with Instructional Coach.		Sandy Purcell and Julie Grates	05/26/2023
<i>Notes:</i>				
10/3/22	Teachers weekly lesson plan will reflect standards aligned instruction and differentiated small group instruction based on weekly data and PLC meetings. A school wide PDP goal will be created for all teachers.		Jennifer Jasinski	05/26/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Sherwood Park has established a correlate to focus on increasing morale within the school building.		Limited Development 08/24/2022		
<i>How it will look when fully met:</i>		When the objective is fully met, faculty at Sherwood Park will be recognized frequently for accomplishments and have a sense of pride about the school.			Nikki Harris-Glover	06/23/2024
Actions				0 of 2 (0%)		
	8/24/22	A hospitality committee will be established at Sherwood Park. This committee will recognize faculty and staff throughout the school year for special occasions and accomplishments.			Nikki Harris-Glover	05/26/2023
<i>Notes:</i>						
	8/24/22	Sherwood Park will recognize teacher and staff members each month at faculty meetings.			Nikki Harris-Glover	05/26/2023

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Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		SWPES has a correlate of staff members who are responsible for initiating and implementing programs/activities to create more interaction with parents.	Limited Development 10/03/2022		
<i>How it will look when fully met:</i>		SWPES will help parents/ families fully engage in the learning lives of their children as a necessary function of the school, and one that requires considerable, consistent, and competent attention. We understand that our connection between the school and the home is built upon purpose, communication, education, and association.		Marsha McCormack	05/26/2023
Actions			0 of 5 (0%)		
	10/3/22	SWPES will utilize a variety of communication methods regularly and effectively to communicate with families about the school. This will include regularly updating the school website by the media coordinator, establishing and maintaining social media sites, and weekly ParentLink phone calls.		Amber Tyson	05/26/2023
<i>Notes:</i>		10/25/21 - Open House, Curriculum Night, mClass & RTA Night, Cumberland County Family Events, Picture Day, Red Ribbon Week, and Book Fair flyers have been shared on the School's Facebook. In addition, Administration is conducting weekly Parent Links. Teachers are using Class Dojo to inform parents of parent-teacher conferences, awards			

10/3/22	Each teacher will establish and utilize Class DoJo as one means of communication with parents.		Caroline Capino	05/26/2023
<i>Notes:</i>				
10/3/22	SWPES will solicit parent volunteers to establish and serve on PTA.		Marsha McCormack	05/26/2023
<i>Notes:</i> 11/18/21 - Flyer was sent home with students and on Class DoJo to gauge parent interest in PTA/ 9/9/22 ~ PTA interest meeting was held and approximately 20 parents were in attendance.				
10/3/22	Four parent nights will be conducted throughout the 22-23 school year to inform and educate parents about the curriculum and how they can help their students to be successful in the classroom.		Amber Tyson and Elizabeth Pomeroy	05/26/2023
<i>Notes:</i> -Open House occurred on 8/25/22. -Kindergarten Open House on 9/2/22. -Title 1 Curriculum Night on 9/22/22.				
10/3/22	Each grade level team will create a weekly newsletter to share with families that communicate weekly learning goals.		Julie Grates	05/26/2023
<i>Notes:</i>				