

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

72.

School Name: Sherwood Elementary

Year: 2018-2019

School Theory of Action/Target Area

If the administration provides professional development and time for teachers to collaborate and discuss common assessments, and if teachers provide engaging tasks with sufficient complexity that are open ended and require students to talk and explain/discuss their thinking, then students will be able to make sense of the work, persevere in completing the work and articulate their understanding using evidence.

Whole School Achievement Goal- As a result of this action:

Compared to 68% of all students meeting standard in mathematics, 71% of all students will meet or exceed standard on the mathematics section of the SBA in grades 3-6.

Opportunity/Achievement Gap:

- **Measurement/Assessment:** SBA math 2018 assessment grades 3-6

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students at Sherwood in grades 3-6 who took the SBA	68% (math)	71% (math)
	75% (ELA)	77% (ELA)
Comparison Group A Students not on free/reduced lunch	79% (math)	81% (math)
	84% (ELA)	85% (ELA)
Comparison Group B Students who qualify for free/reduced lunch	43% (math)	48% (math)
	55% (ELA)	59% (ELA)

Commitment Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

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Specific Commitment Focus Key Performance Indicators:

59% of students who meet all six kindergarten readiness skills (WaKIDS)

71% of 1st graders reading on grade level in the spring (2017-18 data)

81% of 2nd graders reading on grade level in the spring (2017-18 data)

75% of students meeting or exceeding grade level standards in English Language Arts (Smarter Balanced Assessment, 2018 year data)

Elementary School Students (Grades 3 – 6)

72% of 2nd grade students meeting standard on the 2nd grade math assessment in the spring

68% of students meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessment, 2018 year data)

Elementary School Students (Grades 3 – 6)

70% Students meeting or exceeding grade-level standards in science

School Vision/Mission:

Our world is changing. In order to be successful, our students will need more than the skills of reading, writing and mathematics. They will need to know how to think critically, work with other people, learn in different ways and use technology as a tool for their learning. They will need these skills so that they can be creative and innovative, taking ownership over their learning and becoming independent, lifelong learners. Our vision at Sherwood is to prepare students for the world they will be living in by nurturing the development of independent, lifelong learners. We want to create in students the ability to take ownership over their own learning, knowing that learning is a process that will help them understand and be successful in the world around them. In order for students to develop into independent, lifelong learners, our curriculum needs to be based on the Common Core Standards, and our classroom instruction needs to be rigorous and relevant to our student's lives in order for our students to be fully engaged in the learning process and to move towards taking ownership of their own learning. When we create a community that includes all our students at their variety academic and social levels, we can meet our student's developmental needs and continue to increase their academic and social skills to meeting, and moving beyond, the standards and to be fully prepared for their lives in the 21st century.

School Demographics:

Sherwood is a suburban school in the Edmonds School District with 533 students. We have a variety of students along the socioeconomic spectrum, with 24% of our students qualifying for Free and Reduced Lunch status. 61% of our students identify as white, 16.3% identify as Hispanic, 4.7% identify as Asian and 4.3% identify as Black. Our special education population is 13% and our ELL population is 10%.

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Parent, Family, and Community Involvement in this Plan:

Plan will be shared with parents, families and the community during PSO board meetings, PSO general meetings and/or Open House/Curriculum Night.

Review and Analysis of Data:

Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> SAT/ACT | <input checked="" type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input type="checkbox"/> Parent Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Other: |

Summary of strengths or greatest progress based on the data:

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|---|
| <ul style="list-style-type: none">Sherwood met our whole school achievement goal for all students in math (61% of all students met standards in math in 16-17 and 68% of all students met standard in math in 17-18). We met our goal for our students who do not qualify for free/reduced lunch (75% to 79%). |
| <ul style="list-style-type: none">Our whole school ELA scores improved for all students (63% in 16-17 to 75% in 17-18). Our ELA scores improved for our students who do not qualify for free/reduced lunch (72% in 16-17 to 78% in 17-18). |
| <ul style="list-style-type: none">Our ESSA data shows growth in all of our targeted populations: students who qualify as low income (final score: 6.1), special education (final score: 3.85), students who identify as Hispanic (final score: 6.55), students who identify as ELL (final score: 4.58) and all students (final score: 8.6). |
| <ul style="list-style-type: none">Click here to enter text. |

Prioritized areas of opportunity or greatest challenge based on the data:

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| <ul style="list-style-type: none">Our students who qualify for free/reduced lunch are making gains, but not at the same rate as our students who don't qualify for free/reduced lunch. In 16-17, 36% of our students who qualified for free/reduced lunch met standard in mathematics and in 17-18, 43% of our students who qualified from free/reduced lunch met standard. |
| <ul style="list-style-type: none">Our students who qualify for free/reduced lunch are making gains, but not at the same rate as our students who don't qualify for free/reduced lunch. In 16-17, 43% of our students who qualified for free/reduced lunch met standard in ELA and in 17-18, 55% of our students who qualified from free/reduced lunch met standard. |
| <ul style="list-style-type: none">We are examining our instructional strategies this year to identify what is working for our students and how we can improve our program to support our struggling learners. |
| <ul style="list-style-type: none">Click here to enter text. |

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State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: Click here to enter text.	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 87%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: Reading: Click here to enter text. Writing: Click here to enter text. Listening: Click here to enter text. Research/Inquiry: Click here to enter text.	

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

The First grade team will be focusing on improving mathematical abilities of all students and focusing on those children not meeting standard throughout the year. These math concepts will focus on the concepts of addition and subtraction, story problems and place value.

Students in second grade will be given engaging tasks to practice their mathematical fluency and teachers will develop common assessments to monitor progress and adjust teaching, with a focus on mastery in operations in algebraic thinking.

Students in third grade will be given engaging tasks to practice their mathematical fluency and teachers will develop common assessments to monitor progress and adjust teaching, with a focus on mastery in operations in algebraic thinking. They will be using the SBA interim assessments as formative assessments to inform their instruction.

Fourth grade will be focusing on reading comprehension skills, using evidence from the text to support their thinking, refer to specific examples in the text and support their inferences with text. They will be using the SBA interim assessments as formative assessments to inform their instruction.

Students in fifth grade will be given engaging tasks to apply higher level mathematical thinking concepts and teachers will develop common assessments to monitor progress and adjust teaching. They will be using the SBA interim assessments as formative assessments to inform their instruction.

6 Sixth grade will be working on monitoring student progress, with the learning support teacher, and developing intervention and instructional strategies to fit the developmental needs of their students. They will meet multiple times a week to make adjustments in math instruction. After each assessment, they will discuss the data and make adjustments to meet student needs, such as changing groups, extra support, scaffolding lessons, one on one support or

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small group lessons. They will be using the SBA interim assessments as formative assessments to inform their instruction.

Grade Level Goals will be added after the due date, October 31, 2018

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	<p>Each grade level team has created an assessment plan for the year, where teachers have decided on what assessments they will give students. Teachers will have time to examine common assessments during collaborative time, faculty meetings and building days. As a result of the assessments, teachers will decide how to best serve students who are struggling (changing groups, walk to reading/mathematics, re-teaching groups etc.)</p> <p>We hold MTI meetings with every grade level every 7 weeks. At these meetings, we look at every student's academic and social progress. We determine small group instruction from these meetings; teachers will progress monitor and change groups based on student achievement.</p>	Year long assessment plan, MTI meetings every 7 weeks
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Differentiating instruction, providing engaging classroom tasks; continuing our focus on our theory of action (which meets the needs of all learners). When we break down the components of our theory of action, we will be talking about the whole range of learners, including students who are meeting and/or above standard (engaging tasks, collaboration and assessment). If we are providing engaging tasks, for example, then that task should be engaging the wide range of learners we have in our classrooms.	On going, during collaborative time and building time
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	We create an intentional community at Sherwood that focuses on student's academic and social growth. We have 3 Guidelines: Be Kind, Be Safe and Be a Learner. All of our conversations about behavior are talked about through this lens. We focus on creating strong relationships with students and work with them	Click here to enter text.

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	<p>to solve social and academic challenges. The majority of our staff has taken the Responsive Classroom training, which supports our philosophy at Sherwood. We teach behavior just the same as we teach reading, writing and mathematics. We spend time problem solving with students, modeling and giving students strategies in how to deal with challenging emotions. Our students who are identified as having special needs are included in the general education classroom and curriculum (though the level of the curriculum may be differentiated to meet students needs). We expect all students to treat each other kindly and safely and we teach and model how to have those interactions.</p>	
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<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>Whole staff learning opportunities to support the focus and intentionality of this goal.</p>	<p>Building Time, Faculty Meeting Time. Our focus and content for the year will be around engaging tasks, collaboration and assessment.</p>	<p>Faculty Meetings, twice a month</p> <p>Collaborative time: when teachers decide to meet (typically ever other Wed)</p> <p>Leadership meetings (about) twice a month</p> <p>Building times throughout the year.</p>

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Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	Leadership Meetings will focus on our theory of action and take it deeper in the areas of family engagement, equity, assessment and engaging tasks. Teachers can always meet in small groups with administration to talk about how to support these strategies in the classroom.	Leadership Meetings happen 1 to 2 times a month
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Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

Third Grade OSPI Literacy Expectation <i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	Monitoring Schedule
Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.	<input type="checkbox"/> Use of a coach/coaches <input type="checkbox"/> Additional learning time within the School Day <input type="checkbox"/> Before and After School Programs <input type="checkbox"/> Family Involvement at School (and outside of school) <input type="checkbox"/> Targeted Professional Learning <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring Click here to enter text.	Click here to enter text.
Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?	Click here to enter text.	Click here to enter text.
Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.	Click here to enter text.	Click here to enter text.