School Improvement Plan

School Name: Sherwood Elementary
Year: 2020-2021

Section I: School Mission, Vision, and Demographics:

In order to be successful in our ever changing world, 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 learning. They will need these skills so that they can be innovative and creative, taking ownership over their learning and becoming independent lifelong learners. Our vision at Sherwood is to prepare our students for the world they will be living in by nurturing the development of independent lifelong learners. We want to create in students their 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. When instruction and content is relevant and rigorous, students will become engaged in the learning process and move towards taking ownership of their own learning. Our vision is to create a community that includes all students at their variety of academic and social levels. All students, regardless of ability, are included in the general education classroom, where we bring any support services to each student. When we can meet the needs of our student's developmental needs and continue to increase their academic and social skills, to meeting and exceeding standards, every child will be prepared to live in the 21st century world.

This year, due to the pandemic and remote learning, with the possibility of hybrid learning, our vision is highlighting connections with families and students. It is important that we stay connected with our students and families, even when our schooling looks different. Through those connections, we can continue to build on our vision of helping students to take ownership of their learning and build their capacity for self-efficacy and responsibility, increasing their academic success in this year.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	551	NA	Two or More Races	77	13.97%
American Indian/Alaskan Native	6	1.09%	English Language Learners	49	8.89%
Asian	20	3.63%	Homeless/ McKinney-Vento	12	2.18%
Black/African American	29	5.26%	Low Income	130	23.59%
Hispanic/Latino	87	15.79%	Section 504	15	2.72%
Native Hawaiian/Other Pacific Islander	2	0.36%	Students with Disabilities	78	14.16%
White	330	59.89%	Student Mobility	19	3.45%

*The data in this table is from the 19-20 school year.

Student, Family and Community Involvement in Plan:
This year, due to the pandemic, all teachers met with families at the beginning of the year for family connection meetings. Those meetings were extremely important in building relationships and keeping students and families connected to school. Our PSO board meets with me regularly to discuss ways to support the learning at Sherwood, and we are developing ways to keep our community connected during the pandemic. Our PSO community meetings cover topics that are a part of our SIP plan, from social emotional learning to understanding academic and curriculum expectations. We are planning on holding focus groups this year with our community to gather more information on ways we can communicate more effectively with our community about student learning, both in

general and during remote learning. Our connections will mirror the diversity found in our school. Our focus will be on families where English is not their first language and families that might feel disconnected from the school process.

Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

Whole School Goal: Based on the actions taken in our 2019-2020 SIP plan, our goal is to make the following gains in our mathematics achievement scores: • **2019-2020** Whole school mathematics achievement score: 65% • 2020-2021 Whole school mathematics achievement score: 68% • 2021-2022 Whole school mathematics achievement score: 71.2%	**Narrative Reflection:** The data indicated in our goal was not available due to the COVID-19 school closures. Our focus for our plan was on three areas of the Common Core Standards in mathematics: Operations and Algebraic Thinking, Number and Operations in Base Ten and Measurement and Data. Our previous SBA data and analysis indicated those were the three areas of growth, throughout all of our grade levels. While we do not have that SBA data, we do have iReady data as well as Teacher's College Running Records, and we will be using that data to show our growth. We will be using this data for our next steps. While even last year's iReady data is incomplete because of the school closure, we will be using our data from last spring for the individual students who were able to take the assessment and use that in conjunction with the diagnostic data from this fall.
Opportunity Gap Goal: Based on the actions taken in our 2019-2020 SIP plan, we	The data indicated in our goal was not available due to the COVID-19 school closures. Our focus was on three areas of the Common Core Standards in mathematics: Operations and Algebraic Thinking, Number and Operations in Base Ten and Measurement and Data. Our previous SBA data and analysis

hope to make the following gains in our mathematics achievement scores of our students who qualify for special programs: **2019-2020**: Students who qualify for: • ELL 30% • SpEd 21% • Free/Reduced Lunch 40% 2020-2021: Students who qualify for: • ELL 32% • SpEd 24% • Free/Reduced Lunch 43% 2021-2022: Students who qualify for: • ELL 35% • SpEd 25% • Free/Reduced Lunch 45%	indicated those were the three areas of growth, throughout all of our grade levels. The areas of focus we chose in mathematics, are important areas of understanding number and building number sense; areas that our students who struggle with language, exposure to mathematical concepts and who have learning disabilities. These areas of focus are particularly important for students identified in our opportunity gap and areas where it is important to focus on the effectiveness of our Tier 1 instruction.

How has the progress described above informed your school's improvement planning for this school year?

The school closure due to the COVID pandemic, had an impact on our school improvement work, particularly in our ability to collect standardized assessment data to show growth across grade levels. But, our key improvement actions were areas that we could still concentrate on and continue to support and grow in, despite the school closure:

   • Clear and intentional teaching and focusing on why the learning is important, in our Tier 1 instruction in mathematics: the vocabulary, skills and concepts in

       Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data
- Continue to build relationships with students for the purpose of increasing their academic achievement
- Increasing our belief that our instruction can increase student achievement (collective teacher efficacy)
- Use of engaging instructional strategies that support EL learners

As schools closed, we understood that keeping our connections with students and families were of the upmost importance. While grading and other assessment forms were modified, these key areas were still important for building and keeping connections as well as providing instruction in an online environment. All of these actions (clear intentional teaching, building relationships, increasing beliefs about the impact of our instruction and using engaging strategies) can be assessed in student's academic achievement. It can also be assessed in teacher surveys, student surveys and using the Panorama data. We used data we collected from our community to help us begin to plan for this coming school year. While again, our data is somewhat limited due do the extraordinary circumstances everyone is facing (we received 125 responses to our survey, out of 550 students), the responses we received seemed to correlate with our individual conversations with families and students. For example, 66.4% of families felt the amount of work in the spring was just right, 18.4% said it was not enough and 12.8% said it was too much. 70.4% of those who responded to the survey said that the most helpful thing for student learning was a schedule to organize learning, and 66.4% of those who responded to the survey reported that their child's motivation to do learning was the most challenging aspect of distance learning.

In planning for this fall, conversations with teachers included how to adjust the amount of work for students and families and focus on the important concepts at a grade level, the importance of having clear and consistent schedules for learning and building relationships with students to help them stay motivated and engage in learning. In the spring, I met with every grade level every week to assess how things were going and to support their work in continuing relationships with students and families and talk about how to engage students in a remote learning environment. As we continue into this school year, we will continue to engage in our key improvement actions to support the academic growth and social emotional relationships with our students. We will use our school based data, our Panorama data as well as staff surveys to monitor our progress.

For example, in a quick teacher survey after family conferences during the first week of November, teachers reported that 91 of their families reported that the amount of work was just right. On a 1-5 scale (1 being "most families have concerns about how their student is learning" and 5 being "families felt like their children were learning academic content") teachers reported all families at a 4 or a 5 on this scale. While we will be following up with a survey directly to families (to see if it is correlated with teacher reporting) we are working to gather as much information as we can to help improve our instructional practices and connections with families during this time.

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

The areas of strength below come from our previous needs assessment and analysis of our data. Some of the ways we are assessing these areas will change going forward (using new tools for gathering data).

Areas of Strength
1. In examining our data (achievement and perceptual data), several things stand out to us. First, our strengths are in how our students feel about Sherwood and learning. Overall, our students' report that the adults at Sherwood believe in their ability to work hard and succeed and that the adults at school care about them and their learning. Our students who qualify for ELL, in grades 4-6, report at a percentage of 90% or above, that teachers: encourage them, will help them with understanding school work, care for them as a person, show them respect, and will listen to them. 100% of our students who qualify for ELL report that teachers believe they can achieve academically. 100% of our students who qualify for ELL report that they feel safe at school, that their assignments are important, that they can get good grades if they work hard and that they participate and are proud of the work they are doing in school. As this is the last school wide data we have had, we will be going forward using data from Panorama to monitor our perceptual data during remote learning.
2. Our collaboration between our Special Education teachers and General Education teachers are strong and our interventions for students who qualify for special programs are effective, as our students are showing growth. Our ESSA data shows low proficiency rates for our students who qualify for ELL (20.3% in mathematics)

but shows a 66.7% progress rate for our EL learners. Our students who qualify for ELL are showing an increase in growth *and* we need to increase their academic achievement rates. Because we are seeing strong growth in our students who qualify for special programs (according to our ESSA data and Washington State Achievement Awards), our interventions we are providing are working, and increasing our Tier 1 instruction for all students will increase the effectiveness of those interventions.

3. Our school data from Kaleidoscope, the walkthrough tool used by Responsive Classroom, showed that we have strong scores in areas of effective management, positive community, developmentally responsive and engaging academics. Our overall climate is positive. Our strengths include areas such as: establishing clear routines and procedures, classroom environment arranged for learning, creating conditions for students to belong and be significant, opportunities for success are equitable, fair and just. Our positive foundation in school climate will support our work in academic achievement. Going forward, we will be using our Panorama data to gather data about our school climate, as well as the staff building surveys and district family survey.

4. Our primary literacy program is focused on assessment guiding our instruction. We use diagnostic assessments that help us figure out what struggles students are having in reading (phonics, phonological awareness assessments) and our guided reading groups focus on those skills. We are using phonics based instruction in Tier 1 instruction and in small group instruction to increase students' phonics skills.

Areas of Needed Growth

The work that we have done in the past two years still applies and will be carried forward as we engage in remote learning and possibly hybrid learning during the 2020-2021 school year. In the ongoing process of examining our data, as a staff, we can see that our students who qualify for special programs do not achieve at the same levels as our students who don't qualify for special programs. Additionally, when we compare Sherwood to other schools of similar demographics, we see that our overall achievement scores tend to be lower than similar schools. Our guiding question is "Why do we get the outcomes we currently do?"

One of the trends that we notice is that our growth of our students who qualify for special programs, specifically our students who qualify for ELL, correlate with our overall increases/decreases of scores of our total population. *This indicates that our Tier 1 instruction, our daily classroom practice, has a specific impact on the growth and achievement*

of our students who qualify for ELL. Therefore, our focus on these standards in mathematics, particularly in building mathematical vocabulary, in our daily classroom practice, will support the academic achievement of our students who qualify for ELL, as well as the achievement of our overall population.

In looking at our SBA data, our most current data from 2019 and our historical data since 2016, we have noticed areas for growth in three areas of the Common Core Standards, which will be our continued focus for the 2020-2021 school year:
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data

In looking at our 3rd grade SBA data and our classroom based assessment data, including our 2nd grade district math assessment, we see the same areas for growth in our primary grades.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

1. Based on our analysis, our specific areas for continued growth will be in focusing on our Tier 1 instruction. This is especially important in this time of remote learning, and will be a continued focus once students come back to school in person. Because there will be gaps in student learning, it is important that we are focusing on our Tier 1 instruction and that our instruction is meeting a wide range of student needs. All students are general education students first, and it is important that our Tier 1 instruction is covering the gaps in skills that may have happened during remote instruction. Our tier 1 instruction is going to have to evolve and widen to meet the needs of our current learners from the impacts of the pandemic.

We will continue to focus on three areas of the Common Core Standards in Mathematics:
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data

We will have a focus on building vocabulary, not only in mathematics, but across subject areas. In our original 3-5 year SIP plan that we developed last year, our focus this year

would have been including literacy components starting this year. It still makes sense, based on our data, to focus on vocabulary.

In examining observational data of student performance and our literacy data, the scores of our students who qualify for EL, Special Education and our students who qualify for low income, we see that increasing our teaching of vocabulary will support students in literacy as well as mathematics. These are the identified reading and language standards that will support our work in mathematics this year, and then become our focus for our SIP in the following years.

Reading: K-12
Key Ideas and Details:
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

Craft and Structure:
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

Language K-12
Conventions of Standard English
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

2. Our other area of growth will be in collective teacher efficacy in our Tier 1 instruction, which is the number one factor in John Hattie's work that influences student achievement. We have a strong climate and culture, including teacher collaboration and our next leap will be in our collective belief that our Tier 1 instruction is effective in increasing the achievement of all students, students who qualify for special programs and our students who don't qualify for special programs. Our interventions will be more targeted and effective when our Tier 1 instruction is designed to meet the needs of both our lowest and highest achievers (planning for the "outside" using Universal Design for Learning

strategies). This will be even more important this year and in coming years, when we see the impacts and the inequities from the pandemic.

C. Additional Data Required

State Participation Rate: 95% participation required

X Area of Strength (95% or more participation)	❏ 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:	

D. Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19? **68%**	**If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required.** (Mark YES OR NO by copying this symbol ⊠ next to your selection.) **Plan is required: YES ☐ NO X**
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below: **Reading:** **Writing:** **Listening:** **Research/Inquiry:**	

Section IV: Theory of Action

Theory of Action:
If we continue to build relationships with our students who qualify for ELL with the purpose of increasing their academic skills *and* if we believe we can increase student's academic achievement based on our instruction *and* if we use engaging instructional strategies to teach the skills, concepts and vocabulary in Operations and Algebraic Thinking, Number

and Operations in Base Ten, Measurement and Data *then* our students who qualify for ELL will increase their academic achievement in mathematics.

Rationale

We believe focusing on the importance of building relationships with students for the purpose of building their academic skills is essential. Research is clear that building relationships is a key factor in student achievement and developing that relationship with students for the explicit purpose of increasing their academic achievement is a culturally responsive practice that will benefit all students. In conjunction with building relationships, teachers also need to believe that the instruction they are providing will have a positive impact and increase students' achievement levels. Collective teacher efficacy is when *"Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did and did not do, and they place value in solving problems of practice together."* (Hattie & Zierer, 2018) In addition, being specific about which standards we are teaching school wide (based on our data in areas for growth) will allow us to focus on our Tier 1 instruction, increasing all students' foundational knowledge in mathematic vocabulary, concept of number and operational skills. Research shows that quality Tier 1 classroom instruction supports the learning of all students (https://www.k12.wa.us/multi-tiered-system-supports-mtss) and that when school wide systems of support are in place for academics and behavior, student learning will increase.

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

A. Whole School Achievement Goal(s):

Based on our Theory of Action, our goal is to make academic achievement growth in the following areas, based on the SBA:

> 2020-2021 Whole school mathematics achievement score: 68%
> 2021-2022 Whole school mathematics achievement score: 71.2%

If we do not have SBA scores for this current year, we will use iReady data to determine how many students are meeting grade level expectations at the end of the year. We will also use classroom based assessments to show student growth.

A. Opportunity Gap Goal(s):

Based on our Theory of Action, our goal is to make the following gains in our mathematics achievement scores of our students who qualify for special programs, based on the SBA:

> 2020-2021: Students who qualify for:

- ELL 32%
- SpEd 24%
- Free/Reduced Lunch 43%

2021-2022: Students who qualify for:
- ELL 35%
- SpEd 25%
- Free/Reduced Lunch 45%

If we do not have SBA scores for this current year, we will use iReady data to determine how many students are meeting grade level expectations at the end of the year. We will also use classroom based assessments to show student growth.

B. Connections to Blueprint 2025 Metrics:

Because of our focus on Tier 1 instruction, we are also going to be looking for increased achievement in our ELA scores and will be monitoring our attendance rates, through remote learning, and when we return to in person learning.

C. Social Emotional Learning Focus

This year, we will be using several metrics to support our students' social and emotional needs. First, we have a running document of students of concern. These are students who have been referred to our office team by teachers for a specific social or emotional concern, or students who have attendance issues. Students can be referred to our list from office staff conversations with families and from teachers. We monitor the students on the list as well as the interventions we implement on a weekly and/or monthly basis. We assign a number to each student based on how the interventions are working/not working, so we can see growth over time. We also will be using the data from Panorama, Skyward and Homeroom to monitor how students are doing.

Section VI: Action Plan

Our action plan for the 2020-2021 school year has four areas or goals:
- We want to be clear and intentional about what we are teaching and why (the standards and importance of learning those standards) in our Tier 1 instruction in mathematics.
- We want to continue to build relationships with students for the purpose of increasing their academic achievement.
- We want to increase our belief that our instruction can increase student achievement (collective teacher efficacy)

- We want to increase our use of instructional strategies that support students who qualify for ELL (and other special programs) in our Tier 1 instruction.

These areas, carried over from last year, are even more important now, during this time of remote learning. Clarity of what students need to learn and building and sustaining relationships in order to foster learning are essential components during distance learning. As teachers, believing our instruction can make a difference and increase student learning during remote learning, is important – what we believe we can do increases the success of our students. And finally, research shows that using strategies that support students who qualify for special programs, will increase achievement for all of our students.

Plan for 2020-21:

Key Improvement Action	Description	Timeline
Clear and intentional about <u>what </u>we are teaching and <u>why</u> in our Tier 1 instruction in mathematics: the vocabulary, skills and concepts in Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data **For example: at some point in very lesson, students need to know what they are learning. Strategies teachers can use are creating clear learning targets,**	**Our professional development will continue to focus on the Common Core Standards and understanding the standards in our area of focus in our general education, Tier 1 instruction. Teachers will use the Common Core Companion books as resources for vocabulary and teaching mathematical concepts in our areas of focus.**	**Ongoing through the 2019-2021 school year**

which can be spoken, shown on a slide show, reflected in directions and/or student rubrics, conducting student conferences, asking students what they are learning by doing the task and using clear teacher language about what students are learning and why.		
Continue to build relationships with students for the purpose of increasing their academic achievement. For example: family connection meetings and student conferences, teachers meet in grade level teams to discuss student progress, teachers use student interests in academic lessons, our office team keeps a running list of students that teachers have concerns about and we discuss and	We will continue our equity work and in increasing our cultural competency as educators. Our leadership team learning will focus on equity and how we can build relationships and increase family engagement. We will continue to support students with behavioral challenges by teaching social emotional skills, problem solving and self-regulation skills.	Ongoing through the 2019-2021 school year

process our action steps weekly. Our office team works with teachers to help build connections by meeting with students and families.		
Increasing our belief that our instruction can increase student achievement (collective teacher efficacy) During our staff meeting and building time, we talk about our impact on student learning, we read articles about the impact of our beliefs on student learning.	Professional learning around collective efficacy, collaboration and Universal Design for Learning strategies	Ongoing through the 2019-2021 school year
Use of engaging instructional strategies that support ELL learners Teachers are explicitly teaching vocabulary and language skills (phonics and phonemic awareness) in	Increasing our knowledge of how students acquire language, the stages of language acquisition and instructional strategies, use of Imagine Learning as an assessment and learning tool, use of sentence stems, math talk and other strategies.	Ongoing through the 2019-2021 school year

primary grades and with students who struggle in reading.		

Plan for Years 2 & 3:

2021-2022:
In building on our work from the 2020-2021 school year, our next steps will be to determine the growth our students made in mathematics (and all subject areas). While assessment data that we collect during remote learning is very important, we will also be gathering continued assessment data when our students return in person. We will use assessment data to look for gaps in student learning and create plans to address those gaps. We need to monitor our students who are not meeting grade level standard and, as a staff, address any changes we need to make to our Tier 1 instruction. This will include Universal Design for Learning Strategies that will increase our ability to reach a wide range of learners. We will use strategies that we have been using during remote learning to give students more learning opportunities during the school day (for example, while a teacher is running a small group, another small group could be watching a prerecorded video of instruction). Additionally, our belief as a teaching staff that we can catch up students and increase their academic achievement, will continue to be a focus of growth and professional development for our staff.

2022-2023:
Whether this happens during our examination for our data during the 20201-2022 school year, or beyond, we will shift to have more of a focus on the literacy standards (Key Ideas and Details, Craft and Structure, Conventions of Standard English, Vocabulary Acquisition and Use) and increasing our capacity in our Tier 1 literacy instruction. We will continue to implement systemic strategies for building relationships with students and families, including increasing our cultural competency and understanding of equity. We will continue to support our growth in Universal Design for Learning strategies that will increase our ability to reach a variety of learners and increase our repertoire of engaging instructional strategies that work in all content areas. We will understand as a school what systems we have in place that are supporting student learning and growth (academic and social emotional) and can be more targeted in areas for improvement. We will continue our learning in instructional strategies that work for all learners (Universal Design for Learning) in all academic content areas.

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: 6th Grade

Goal: All 6th grade students will make measurable growth in mathematics. Each student will make typical growth as measured from Sept – May. 75% of 6th graders will be meeting or exceeding grade level standards by May 2021.

We will measure this formatively by: Unit tests and quizzes, daily student work, other online assessment tools

We will measure this summatively by: SBA data if available, iReady Diagnostic mathematics data

Action steps we will take to meet our goal:
Use intervention resources to meet individual needs of students. Instruct students in groups that are appropriate for pacing and current student understanding. Use iReady online instruction to fill in gaps in prior learning so that students can access higher level standards. Use Math Notebooks with vocabulary and notes for students to track their learning.

Technology — this is how we will use technology to support meeting our goal:
Online meetings: whole group, small group, individual conferences, other online resources as additional supports to our curriculum (math programs, instructional videos etc.). Tools such as google docs, google slides, online notebooks, KAMI, videos (both student and teacher for instruction, feedback and assessment), online reading resources.

Grade Level/Department/Team: 5th Grade

Goal: Students will demonstrate growth in math standard CCSS.MATH.CONTENT.5.NBT.B.7 (Add, subtract, multiply, & divide decimals to hundredths, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method & explain the reasoning used) between September 2020 & May 2021. We will use scores on the corresponding portions of the iReady diagnostic as a pre-assessment. Exit tickets, quizzes, & teacher observations will be used as formative assessments to drive our instruction. We will use the unit 2 & 4 tests, corresponding portions of the iReady mid-year assessment, & a student reflection survey as post assessments.

We will measure this formatively by:
- iReady assessments
- Math Expressions assessments
- Student growth survey
- Exit tickets
- Teacher observation

We will measure this summatively by: Summative assessments (unit tests, SBA data if available, iReady assessments).

Action steps we will take to meet our goal:
- Actively use math vocabulary
- Modify language heavy problems to provide better access to the task at hand
- Teach and encourage the use of visual representations when solving math problems

Technology — this is how we will use technology to support meeting our goal:
Online meetings: whole group, small group, individual conferences, other online resources as additional supports to our curriculum (math programs, instructional videos etc.). Tools such as google docs, google slides, online notebooks, KAMI, videos (both student and teacher for instruction, feedback and assessment), online reading resources.

Grade Level/Department/Team: 4ᵗʰ Grade

Goal: Vocabulary improvement: Our goal is for at least 85% of our 4ᵗʰ graders to make progress in vocabulary during the school year (October 2020-June 2021).

We will measure this formatively by:
Phonics work (lessons and activities on a weekly basis throughout the school year) and student writing pieces – assessing the language our students are using in their writing

We will measure this summatively by: i-Ready literacy assessments (3 times during the school year) SBA data if available, end of unit student writing pieces

Action steps we will take to meet our goal:
- Actively teaching and using vocabulary (both in literacy and in math)
- Teaching the language/phonics lessons weekly
- Differentiating instruction based on student data (pulling small groups, interventions, re-teaching)

Technology — this is how we will use technology to support meeting our goal:
Online meetings: whole group, small group, individual conferences, other online resources as additional supports to our curriculum (math programs, instructional videos etc). Tools such as google docs, google slides, online notebooks, KAMI, videos (both student and teacher for instruction, feedback and assessment), online reading resources.

Grade Level/Department/Team: Sherwood Student Services Team

Goal: To increase the following reading skills (decoding, comprehension and/or language) for students who have reading skills as an IEP goals.

We will measure this formatively by: running records, Acadience assessments and progress monitoring, benchmark comprehension assessment, iReady reading assessments, reading comprehension teacher assessments, and/or phonics assessments

We will measure this summatively by:
Acadience assessments, benchmark comprehension assessments and iReady reading assessments.

Action steps we will take to meet our goal:
Daily small group instruction
Explicit teaching of phonics skills and phonological awareness skills
Explicit teaching of vocabulary

Technology — this is how we will use technology to support meeting our goal:
Online meetings: whole group, small group, individual conferences, other online resources as additional supports to our curriculum (math programs, instructional videos etc). Tools such as google docs, google slides, online notebooks, KAMI, videos (both student and teacher for instruction, feedback and assessment), online reading resources.

Grade Level/Department/Team: 3rd Grade

Goal: All students will show growth in accurately responding to one and two-step word problems, and representing them as an equation with a variable (CCSS 3.OA.D.8). Students will use formal and informal math vocabulary (including highlighting this vocabulary in the word problem), and pictures/models to represent the problem.

We will measure this formatively by: Pre-Assessment with one step, two step, and multiple operations including multiplication; multiple quick checks within each unit including word problems.
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We will measure this summatively by:
End of Unit Assessments in Place Value, and Multiplication (2x) including word problems with multiple steps. SBA data if available and iReady data.

Action steps we will take to meet our goal:
Clear and intentional instruction, clarity of what students need to learn
Intentional teaching of vocabulary

Technology — this is how we will use technology to support meeting our goal:
Online meetings: whole group, small group, individual conferences, other online resources as additional supports to our curriculum (math programs, instructional videos etc.). Tools such as google docs, google slides, online notebooks, KAMI, videos (both student and teacher for instruction, feedback and assessment), online reading resources.

Grade Level/Department/Team: 2nd Grade

Goal: Students will increase their math skills with a focus on improving their understanding of addition and subtraction. The second grade team will use operations and algebraic thinking to increase student knowledge. The class will use this understanding to develop number fluency with addition and subtraction within 100. The skills students will practice include; fluency practice, addition and subtraction within 20, skip counting, base ten operations, place value, comparing numbers, balanced equations, interactive games and word problems.

We will measure this formatively by:
Students' growth will be measured in Math Expressions' curriculum assessments and quizzes, iReady beginning, midyear and end-of-year diagnostic tests and both formative and summative assessments created by the second grade team. Student scores will be analyzed and instructions will be adjusted as needed.

We will measure this summatively by:
Students' growth will be measured in Math Expressions' curriculum assessments and quizzes, iReady beginning, midyear and end-of-year diagnostic tests and both formative and summative assessments created by the second grade team. Student scores will be analyzed and instructions will be adjusted as needed.

Action steps we will take to meet our goal:
Direct instruction (Zoom and Seesaw)
Guided learning (iReady)
Online videos (Seesaw teacher mini lessons)

Technology — this is how we will use technology to support meeting our goal:
Online meetings: whole group, small group, individual conferences, other online resources as additional supports to our curriculum (math programs, instructional videos etc.). Tools such as google docs, google slides, online notebooks, KAMI, videos (both student and teacher for instruction, feedback and assessment), online reading resources.

Grade Level/Department/Team: 1ˢᵗ Grade

Goal: Throughout the 2020-2021 school year, students will show growth in their ability to read with sufficient accuracy and fluency to support comprehension. Students will show growth by progressing in their reading levels.

We will measure this formatively by: Small group observations and daily progress monitoring, formative running records

We will measure this summatively by: Reading level data, sight word data, PAST skills

Action steps we will take to meet our goal:
Daily small group instruction with students
Intentional teaching of vocabulary
Teaching phonics and phonological awareness strategies (Wired for Reading etc.)

Technology — this is how we will use technology to support meeting our goal:
Online meetings: whole group, small group, individual conferences, other online resources as additional supports to our curriculum (math programs, instructional videos etc). Tools such as google docs, google slides, online notebooks, KAMI, videos (both student and teacher for instruction, feedback and assessment), online reading resources.

Grade Level/Department/Team: Kindergarten

Goal: For the 2020-2021 school year, students will make 7 months worth of growth from October 2020 to May 2021 in their knowledge of letter names and letter sounds.

We will measure this formatively by:
- At the end of October students will be reassessed on the kindergarten screen to measure letter identification skills.
- The letter sounds assessment will be administered remotely on 10/20, 10/27, and 11/3 to check for letter sound knowledge and continued growth.
- Additionally, the TSGold (WAKids) assessment will be administered to all students in the fall. Student growth will be reassessed in May 2021 to determine growth.

We will measure this summatively by:
- At the end of October students will be reassessed on the kindergarten screen to measure letter identification skills.
- The letter sounds assessment will be administered remotely on 10/20, 10/27, and 11/3 to check for letter sound knowledge and continued growth.
- Additionally, the TSGold (WAKids) assessment will be administered to all students in the fall. Student growth will be reassessed in May 2021 to determine growth.
- Reading level data

Action steps we will take to meet our goal:
- Explicit teaching of phonics and phonological awareness skills
- Daily small group instruction

Technology — this is how we will use technology to support meeting our goal:
Online meetings: whole group, small group, individual conferences, other online resources as additional supports to our curriculum (math programs, instructional videos etc.). Tools such as google docs, google slides, online notebooks, KAMI, videos (both student and teacher for instruction, feedback and assessment), online reading resources.