

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

School Name: Sherwood

Year: 2016-2017

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 64% of all students meeting standard , 67% of all students will meet or exceed standard on the math SBA in grades 3-6.

Achievement Gap:

- **Measurement/Assessment:** SBA math 2016 assessment grades 3-6

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A Students not on free and reduced lunch	71% (math) 76% (ELA)	74% (math) 78% (ELA)
Comparison Group B Students on free and reduced lunch	44% (math) 51% (ELA)	50% (math) 56% (ELA)
All Students at SW in grades 3-6 who took the SBA	64% (math) 68% (ELA)	67% (math) 72% (ELA)

Strategic Direction 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

Specific Strategic Direction Indicators of Focus:

Academic Achievement Indicators:

% of students who meet all six kindergarten readiness skills (WaKIDS) (no data, 1st year of WaKIDS in 2016-2017 school year)

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85% of 1st graders reading on grade level in the spring (2015-16 data)

81% of 2nd graders reading on grade level in the spring (2015-16 data)

73% of students meeting or exceeding grade level standards in English Language Arts (Smarter Balanced Assessment, 2016 year data)

Elementary School Students (Grades 3 – 6)

77% of 2nd grade students meeting standard on the 2nd grade math assessment in the spring

64% of students meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessment, 2016 year data)

Elementary School Students (Grades 3 – 6)

87% Students meeting or exceeding grade-level standards in science

Elementary School Students (Grade 5) 2016 MSP data

82% of ELL students making adequate gains in learning English in grades 1-12 (WELPA/ELP21) 2016 data

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 484 students. We have a variety of students along the socioeconomic spectrum, with 23.9% of our students qualifying for Free and Reduced Lunch status. 60% of our students identify as white, 16% identify as Hispanic, 5% identify as Asian and 5% identify as Black. Our special education population is 13% and our ELL population is 13%.

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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 that determined your Strategic Direction focus area(s) and your school target.

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

Summary of strengths or greatest progress based on the data:

87% Students in fifth grade meeting or exceeding grade-level standards in science
73% of students meeting or exceeding grade level standards in English Language Arts (Smarter Balanced Assessment, 2016 year data)
85% of 1st graders reading on grade level in the spring (2015-16 data)
81% of 2nd graders reading on grade level in the spring (2015-16 data)
While these are still areas of concern, we did improve our SBA mathematics scores from 2014-15 to 2015-16 in the areas of free/reduced lunch (35% to 44% meeting standard) and students who qualify for special education (23% to 34% meeting standard).

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

1. 64% of students meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessment, 2016 year data)
2. 44% of students receiving free or reduced lunch were meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessment, 2016 year data)
3. 34% of students receiving special education services were meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessment, 2016 year data)
4. 19% of students receiving ELL services were meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessments, 2016 year data)
5. Our students need to transfer information from one subject or task to another subject or task. Many students don't see the relationship between what they are learning and how it applies to other content areas (like capitalizing and using periods in all of their writing, fluency in number facts etc.)
6. Our students need to understand the content and purpose of what they read, and understand the prompt, text or task they are being asked to do, know what they are learning, and be able to carry it out.

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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.

Fourth grade will be working on developing common assessments in mathematics to intentionally regroup students providing a walk to math intervention model where students will receive differentiated instruction based on assessment results.

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.

6 Sixth grade will be working on developing common assessments in mathematics to intentionally regroup students providing a walk to math intervention model where students will receive differentiated instruction based on assessment results.

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 throughout the year (at least 3 times). 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>	<p>Yearlong assessment plan</p> <p>3 times a year</p>
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	Student Learning Team schedule (MTI). At least 3 times a year

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	<p>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. Walk to math/reading also allows us to differentiate instruction and challenge learners who are ready for more complex tasks/curriculum.</p>	
<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p>	<p>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 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>	<p>Beginning of the year assembly, focused on our guidelines.</p> <p>Staff meetings/ Building Days throughout the year</p>

<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 Collaborative Meetings, twice a month, Leadership meetings</p>

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		(about) twice a month Building times throughout the year.
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	<p>Leadership Meetings, Optional Learning Opportunities. Our new one this year is Optional Learning Thursdays. This will be an opportunity for teachers to have an outline of our yearlong focus (engaging tasks, collaboration and assessment) with the ability to delve into specific content areas (particularly mathematics). We will do some group learning and also have time for team directed learning.</p> <p>We are also going to have a writing consultant come to Sherwood to continue to support our work in writing (follow up training from this past summer).</p>	<p>Leadership: every other Thursday</p> <p>Optional Learning Thursdays: opposite Thursdays of leadership meetings</p> <p>Date to be determined for writing session</p>

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
<p>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.</p>	<ul style="list-style-type: none"> <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 <p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>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?</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>

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Describe your *Targeted Family Engagement Plan* (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.

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