



School Improvement Plan

Sherwood Elementary School

Saginaw Township Community Schools

Mr. Mark Abenth, Principal
3870 Shattuck Rd
Saginaw, MI 48603-3161

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Sherwood Elementary School is one of five elementary schools in the Saginaw Township Community School District. Our school district is comprised of students who live in Saginaw Charter Township or are approved through the Schools of Choice option available to parents. Sherwood Elementary is a K-2 school with 444 students. Of that population, 80 students are enrolled under the schools of choice provision. Our building also houses the district's Early Childhood Special Education (ECSE) program (40 additional students) and a Head Start/Readiness program which is run by the Saginaw Intermediate School District. Sherwood Elementary is identified as a Title I building and recently transitioned to Schoolwide Title I status. Forty-nine percent of our students qualify for free or reduced-price lunch. Thirty-four of our students are classified as English Language Learners. Sherwood Elementary supports the learning of students with special needs through our classrooms for students with Autism Spectrum Disorder (ASD) and students with Cognitive Impairments (CI) in addition to the Resource Room designed to provide additional academic support for students.

Our school district (consisting of 4,672 students) has been facing budgetary challenges the past few years. Prior to the start of the 2010-11 school year, our district supported six elementary schools which each served grades Kindergarten through Fifth grade. With a focus on cutting costs and choosing a more focused approach to teaching elementary students, a realignment of the elementary schools created two K-2 buildings, two 3-5 buildings, and one K-5 building which houses the gifted and talented program.

With the realignment, familiar "comfort zones" for teachers, administrators, parents and students were shaken. Some of our challenges are related directly to parent participation. Not only do they need to transport their children to several buildings, but their time spent volunteering is reduced as they split their time between 2 or more buildings. Parents with just one child at the K-2 level are only with us for 3 years. It is more difficult to build relationships since they know they will be moving on to another building soon. Staff members have adjusted well and can see many benefits with our focus on early literacy, numeracy, and interventions.

Saginaw Charter Township, which spans 26.5 square miles, is located within Saginaw County and is adjacent to the City of Saginaw. The 2010 census reports a population of 40,840. The population has seen slight growth (3%) since 2000 when the census reported a population of 39,657. Currently, Saginaw Township has an unemployment rate of 8%, and the population has fallen since the 2010 census. The median household income is approximately \$52,000. Within the labor force, 91% have a high school diploma or higher and 27% have a bachelors degree or higher. Saginaw Township's 2010 Census reports the following races: White 83.78%, Black 8.78%, Asian 3.4%, Pacific Islander 0.08%, and other races 1.49%. Of the total population, 6.39% are reported as Hispanic.

There has been a change in the total population demographics in Saginaw County since the 2000 Census: White decreased by 5.7%; Black decreased by 2.6%; American Indian/Alaska Native increased by 1.6%; Asian increased by 26.2%; Native Hawaiian/Pacific Islander increased by 132.1%; Hispanic population increased by 10.6%. In Saginaw Township, the Hispanic population has increased by 57.9% since 2000; Black has increased by 71.2%; Asian has increased by 30.8%, and White has decreased by 2.8%.

In the past 3 years, Sherwood Elementary's population demographics have changed as well. We are seeing a rise in our Black and Hispanic population and a decrease in our White population. The changing demographics in our area present new challenges as we seek to adjust to the needs of our families.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our school's purpose is to provide a solid foundation in the areas of reading, writing, and mathematics so that our students are fully equipped to handle all future academic challenges. We set high standards for our students and provide support for all students so they can attain their goals. We have a strong focus on teaching students to read fluently with excellent comprehension. We focus on developing solid foundation skills in mathematics with a strong emphasis on number sense. We have instituted a positive behavior intervention and support program alongside our academic offerings. We believe in acknowledging the behaviors we want students to display.

The mission of Sherwood Elementary School is to provide a quality education in a safe, nurturing environment by building the foundation for all students to become successful, responsible citizens and lifelong learners. Our vision is that Sherwood Elementary is a safe, welcoming school where parents and staff respect one another and work collaboratively to ensure that all children achieve high academic standards, feel valued, and are successful lifelong learners. As educators, we believe all students are capable of learning; each individual is responsible and accountable for his or her choices; family involvement is important to the educational process; a caring environment based upon respect for individual differences is important; it is important to acknowledge students' successes; collaboration and support are vital to the teaching staff; character education and social skill development are essential to create responsible members of the community; high academic standards must be expected; and assessments provide essential information for driving instruction.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

At Sherwood Elementary our desire is to fully prepare our second graders for success when they leave us. We strive to make certain that every second grade student reads at or above grade level (level 28) when exiting our building. The 2012-13 school year was special for us because it was the first year that our second graders had been with us since kindergarten. We have seen an increase in the number of second grade students who have met our expectations at year end. At mid-year of 2014-15, 82% of the second grade students are at or above the mid-year expected level in reading.

One of the best outcomes of our school realignment is the development of grade level teams. Each team meets weekly to plan, discuss curriculum implementation and provide support to other team members. In addition, each team has a grade level chairperson responsible for facilitating team meetings and serving on the school leadership team.

We have developed a grade level problem solving team approach to better meet the needs of our students in math, reading and behavior. This includes a focused discussion on student progress data between the classroom teachers and literacy numeracy specialists.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Being a K-2 building has allowed us to focus on early literacy and numeracy development. Sherwood Elementary prides itself with its warm and nurturing environment.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

A parent volunteer sheet is provided to all parents at the beginning of the school year. We also gather interest from parents at our parent night activities. Those who are interested in serving on the school improvement or curriculum teams are provided opportunity to indicate their availability. Meetings are scheduled according to availability. Roles are described and assigned as needs arise.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All teaching staff members were involved in the school improvement process and plan. Their input was received during staff meetings and through surveys. The school's leadership team members each facilitated subcommittees focused on the following areas: reading, writing, math, special events, and parent/community involvement. Their tasks were focused on reviewing and implementing the current school improvement plan and making recommendations for the next school improvement plan. Subcommittee chairpersons reported their activities at monthly staff meetings so all could be kept informed. The principal also informed parents at their monthly meetings.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The school improvement plan for 2015-16 will be shared with all staff on May 1, 2015. The school improvement plan for 2015-16 will be shared with parents at the May 11th Parent-Teacher Organization meeting. The school improvement plan for 2015-16 will be completed in May and shared with staff and parents in September of 2015. A website link will be available for parents and the community to access the full school improvement plan when it is approved.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

We have seen a slight decline in enrollment overall. We have seen an increase in the number of English Language Learners.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Attendance rates for all groups are above 90%, however we see a number of students who have been tardy and/or absent above acceptable levels. At this age (K-2), students do become ill more frequently, but that is not the reason for all of the attendance issues.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

It continues to be a challenge to have a consistent referring process. The classroom referrals are the most frequent referrals, but students spend the majority of the school time in the classroom. Two other areas, bus and playground, have the most referrals. We believe these unstructured environments are the most difficult for our young students to maintain their acceptable behaviors.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We need to reevaluate teaching and reinforcing expectations in the unstructured settings. More staff training is required. We may need to develop a plan for educating/informing parents of the importance of regular daily attendance.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our current staff is comprised of many members who have been employed more than 5 years. Our turnover rate is very low. We believe that the low turnover rate and experience of our teaching staff contributes to our student achievement success.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

We consider the experienced level of our staff to have a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The school leader's attendance supports learning and does not negatively impact student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The requirements for meeting all of the compliance/mandatory activities through the School Improvement process have impacted the teaching staff in that they are removed from their classrooms to work on the documents.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

At this time, no action is necessary.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

According to the SSR, our strengths are Professional Learning Culture and Leadership for Learning.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

According to the SSR, our challenge is School, Family and Community Relations.

12. How might these challenges impact student achievement?

We need parent/family support for our students to be successful. To help increase student achievement, we are working to build positive relationships with families and the community.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

To increase our parent involvement, teachers will enlist parent/guardian support for students during the school day in reading fluency and math fluency. Evening events will be planned to inform parents of academic expectations and to provide them with an opportunity to engage in learning activities.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We consider the needs of all students when using Title I and Section 31A funds.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended Learning Opportunities (Camp Jumpstart) are available for identified kindergarten through second grade students.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

According to our MTSS rubric, using benchmark assessments, students are identified for reading or math support. Parents receive an invitation after spring benchmark assessments are completed.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

All teachers include CCSS (Common Core State Standards) in their lesson plans.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

92% of our outgoing 2nd graders exceeded the AMO target (73% proficiency) in reading on the Fall 2013 MEAP. 84% of the bottom 30% were proficient on the Fall 2013 MEAP. In this current year, 2014-15, 78% of our 2nd graders met the mid-year benchmark for independent reading level (Level 24). This standard meets (actually exceeds) the AMO target for 2014-15 (75% proficiency). 73% of the 2nd graders were proficient on the mid-year Aimsweb R-CBM. Fifty-eight percent of our current 2nd grade students are above the 50th percentile according to Aimsweb National Norms for reading fluency. Our district's proficiency target for reading for 2014-15 is 72%. We are exceeding that target.

19b. Reading- Challenges

Our challenge is to continue academic growth so that all students are proficient in reading across all local assessments. If we are to achieve 85% proficiency (by 2022) and maintain that level, we will need to continue to deliver high quality instruction and we will also need to understand the changing assessments and prepare our students for success. We must also continue to offer timely and additional support for struggling students and students who are new to our school. As our students acquire reading skills, a systematic approach to phonics instruction is needed.

19c. Reading- Trends

advancing on a similar trajectory.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will continue to provide Title I assistance for identified students according to the MTSS model. Adequate time will be scheduled for Core (Tier I) instruction - a minimum of 90 minutes per classroom. Classroom teachers will differentiate reading instruction by using leveled texts for small group instruction. We will address the need to provide systematic phonics instruction.

20a. Writing- Strengths

At this time we do not have adequate data to analyze our students' writing.

20b. Writing- Challenges

We lack a consistent tool for analyzing students' writing. A specific writing approach is not common to all teachers. We have developed prompts for benchmark writing that correlate with CCSS, but have not yet adopted a rubric that aligns to the three types of writing. We are noticing a weakness in oral language development among our students. Since we do not use an assessment to evaluate oral language, we do not have any data at this time.

20c. Writing- Trends

We have no hard data to evaluate.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We plan to begin addressing the deficits we are seeing in oral language development. We are waiting for our district to adopt a cohesive writing curriculum and assessment plan.

21a. Math- Strengths

At our mid-year benchmark for 2014-15, 52% of our 2nd grade students were above the 50% percentile on the Aimsweb M-Comp using National Norms. According to state assessments, 80.65% of our out-going 2nd graders were proficient on the 2013 Math MEAP test. This exceeded our AMO target of 53% proficiency. Our district's proficiency target for 2014-15 is 72%.

21b. Math- Challenges

According to our district assessments of Aimsweb M-CAP, there was a 3% decline in 2nd grade proficiency. According to the Fall 2013 MEAP state assessment, only 40.54% of our bottom 30% of out-going 2nd graders were proficient. Our AMO target was 53% for 2013-14 and is 57% for 2014-15.

21c. Math- Trends

Over the past three years, there has been a slight decline in our 2nd grade Aimsweb M-CAP assessment. Our bottom 30% as calculated for the MEAP has seen an increase. In 2012-13, 0% of the bottom 30% were proficient on the 3rd grade MEAP. We saw an increase in the performance of our bottom 30% (to 40.54% proficient) in 2013-14.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on

tiered instruction if appropriate.

We will continue to implement our MTSS model, providing support for students who score below the 25th percentile on Aimweb assessments.

22a. Science- Strengths

No data exists at this time.

22b. Science- Challenges

We do not have a system for analyzing our students' science knowledge and performance beyond classroom observations.

22c. Science- Trends

With a changing assessment system in our state, we are not in a position to look at trends.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

23a. Social Studies- Strengths

We have no data to analyze with respect to social studies.

23b. Social Studies- Challenges

No formal assessments exists for us to use at this time.

23c. Social Studies- Trends

We have no trends to analyze.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Overall, Standard 1, Purpose and Direction, had the highest level of satisfaction.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Overall, Standard 3, Teaching and Assessing for Learning, had the lowest level of satisfaction.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

No action will be taken since the satisfaction of the lowest scoring area was still a high scoring result.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Overall, Standard 5, Using Results for Continuous Improvement, had the highest level of satisfaction.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Overall, Standard 1, Purpose and Direction, had the lowest level of satisfaction.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

No action is necessary since the lowest area still had a high score.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Overall, Standard 2, Governance and Leadership, had the highest level of satisfaction.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Overall, Standard 3, Teaching and Assessing for Learning, had the lowest level of satisfaction.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

No particular action is necessary, however our district is in the process of reviewing/revising our curriculum components.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Insufficient data for analysis.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Insufficient data for analysis.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Insufficient data for analysis.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

We have strengths in reading and math, but need to continue to close the gap with our bottom 30% especially in math. We need clear direction regarding our writing curriculum and expectations. Our demographic data indicates a need to address the learning environment for our students who come from impoverished backgrounds and also for those who have English as a second language. We must continue to find opportunities to involve parents in the educational process and build solid communication across all areas.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

One of our biggest challenges is meeting the academic needs of our bottom 30%, especially in the area of math. An improvement in student attendance may also be impacting student achievement. Lack of a systematic phonics program may impact students' reading achievement. Due to the number of students who come from either an impoverished environment or are English Language Learners, language issues may impact student achievement. We will seek to further analyze language development through an oral language assessment. To adequately evaluate student achievement in writing, we need a consistent approach to instruction and assessment.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We will continue having math as one of our main school improvement goals. We will utilize our MTSS model to provide timely and additional support for struggling students. We will establish a writing goal and a reading goal.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Sherwood Elementary School (a K-2 building) administers benchmark Aimsweb assessments in Reading and Math three times a year to all students in Kindergarten, First Grade and Second Grade. Benchmark writing assessments are administered to all students in Kindergarten, First Grade and Second Grade. Independent Oral Reading Levels are obtained from all students each year in Kindergarten, First Grade and Second Grade.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://saginaw.cyberschool.com/SES/1628-Untitled.html	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable in our K-2 building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable in our K-2 building.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

School Improvement Plan

Sherwood Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Tony Skowronski Director of Human Resources & Labor Relations Saginaw Township Community Schools 3465 N. Center Rd. Saginaw, MI 48603 (989) 797-1800	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Sherwood Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Sherwood Home- School Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our school improvement team began conducting our comprehensive needs assessment in January of 2015. Feedback from students, staff, and parents was gathered through surveys. The surveys for all parents, second grade students, and staff were conducted in the spring of 2015. The Leadership Team facilitated the completion of School Systems Review (SSR) in January of 2015. Through our participation in MiBLSi (Michigan's Behavior & Learning Support Initiative) our Leadership Team has examined behavior data, achievement data, and process data using the following tools: Benchmarks of Quality (BOQ), Self-Assessment Survey (SAS), Team Implementation Checklist (TIC) all of which measure our positive behavior intervention support program implementation; Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised (PET-R); Benchmarks for Advanced Tiers (BAT) which measure the effectiveness of our classroom interventions. Student achievement data for Kindergarten, First and Second Grade was examined after each benchmark assessment during grade level meetings.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

When reviewing student achievement data, our greatest area of concern continues to be our math proficiency, though we have made progress in that area. We are concerned about the bottom 30% of students and how they will score on benchmark and statewide assessments.

We believe that the implementation of the new math curriculum is now beginning to show increased student performance. We will continue to pursue professional development in this area with a focus on creating formative assessments for math units/lessons.

We also believe attendance and tardy patterns negatively impact student learning. We are seeing a steady positive trend in student performance on the mid-year benchmark assessments in reading and math across all grade levels. We believe this is due to the increased focus on student performance data and the development of effective interventions. Though our reading scores are good, we are looking more closely at the transfer of basic reading skills to "real" reading. Our students score well on the early literacy assessments, but not as well on the test of oral reading fluency. We will seek professional development in guided reading techniques to enhance our instruction.

The results of our perception surveys encourage us to believe that we have a good foundation for building increased parent involvement and improving communication within our school. The information gathered through our program and process tools shows us the need to continue to develop our school-wide positive behavior support program with an emphasis on articulating consequences.

Perception Data:

We surveyed our second grade students and received the highest average score for Standard 1 - Purpose and Direction.

On our parent survey, we received an overall score of 3.97 which increased from 3.46 last year. Our lowest rating (3.91) was received on Standard 4 - Resources and Support Systems.

Our staff survey produced the highest average score for Standard 2 - Governance and Leadership.

development for our staff. We will continue to pursue professional development in the form of a staff book study to educate ourselves concerning the challenges of our student population.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Our goal for improving student achievement in math is based on the past years' proficiency scores for outgoing second grade students as they completed the third grade MEAP. This is our lowest area of proficiency, with only 42% of our students in the bottom 30% achieving proficiency on the Fall 2013 math MEAP. We are addressing our knowledge of how students learn and working to better understand the students who come from impoverished environments. We will also be developing formative assessments which will help us meet the needs of our learners in a timely manner, adjusting instruction and applying interventions as needed.

Our goal for improving student proficiency in reading is based on our need to continue to improve to meet the state's proficiency targets. By enhancing our direct instruction through guided reading groups, we anticipate we will be able to quickly address misconceptions and will also be able to provide a richer dialogue concerning vocabulary and experiences.

Our behavior goal was developed as a result of our staff perception surveys. The information gathered showed us the need to continue to develop our school wide positive behavior program with an emphasis on articulation consequences. We will continue to use CHAMPS, a research based positive behavior program. We will continue to pursue staff professional development.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

When looking at our school data, we chose reading, math and behavior goals, as a focus for our school improvement plan. Through our experience we've noticed all of our children need more support and nurturing, especially those who are disadvantaged. All of our goals are considered Tier 1 instructional components. Within our organization, we have a system to identify students who need additional support and supplemental instructional materials are used by classroom teachers, Title I personnel, and Section 31A funded personnel to enhance their learning. Timely and additional assistance is provided as needed to eligible students as well as to any student who may require additional support. Our staff works together to identify needs and plan accordingly so that all students can prosper. Students who are identified as the most at-risk receive the most intensive interventions. We conduct regular problem-solving meetings (2 times per month) in addition to the benchmark grade level meetings in which student achievement scores are analyzed and interventions are planned and monitored for effectiveness.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Our overarching schoolwide reform strategy at Sherwood Elementary (a K-2 building) is to provide effective instruction for all students through a Multi-Tiered System of Support (MTSS) for both academics and behavior in order to help all students reach the state standards. The MTSS model is driven by student achievement and performance data.

All students are assessed with benchmark assessments in reading, math, and writing three times a year (universal screening). We use Aimsweb assessments (listed in Component 9) for reading and math as well as independent reading levels for reading and written responses to prompts for writing. Instructional decisions for whole group, small groups, or individuals are made by grade level teams and by individual classroom teachers based on the benchmark assessment data (differentiated instruction). Tier 1 consists of instruction and assessments that all students receive. Tiers 2 and 3 consist of additional instruction and assessments that are specific to the needs of the students. Students who score at or below the 10th percentile are eligible for Tier 3 support which is provided by the Title I Literacy/Numeracy Specialists. Students who score between the 10th and 50th percentile are eligible for Tier 2 support which is provided by both the classroom teachers and Title I instructional assistants (paraprofessionals). Continued monitoring of student progress is an essential element in developing instructional plans for all students. Teachers meet monthly with grade level MTSS teams to review student progress and intervention effectiveness. Based on the data, teacher teams make decisions for continuing or revising intervention components and move students in and out of Tier 2 and 3 support. In our schoolwide model, all students will benefit from a more immediate means of support, especially at the Tier 2 level. Title I instructional assistants will be able to support the learning of all students in the classroom as new skills and concepts are taught. Students who need a little boost will be able to receive the additional support quickly, rather than having to wait to become "eligible" when the skill gap widens enough to be apparent during a benchmark assessment window. By providing immediate support to any/all students as needed, our teachers and support staff will help all students reach the State's standards. A Positive Behavioral Intervention and Support (PBIS) system which details universal expectations for all students as well as individual classroom expectations addresses the behavior component in our MTSS approach. Our focus is to build upon the foundation we have already established regarding expectations for students in common areas by developing specific classroom management procedures. CHAMPS is a research-based proactive and positive approach to classroom management. Teachers explicitly teach and reinforce behavioral expectations for classroom activities and transitions.

The strategies listed below for each goal area are designed to continue to foster a positive change in the behavior and performance of the adults who impact the behavior and performance of the students.

Reading:

Sherwood K-2 classroom teachers will establish a 90-minute core instructional reading block (minimum), focusing on the Big 5 - phonemic awareness, alphabetic principle, vocabulary, comprehension, fluency. All students will benefit from solid core instruction in essential reading components designed to meet state standards.

Sherwood K-2 classroom teachers will implement common core state standards utilizing the "Reading Street" program as a resource. A consistently delivered quality curriculum with differentiated instructional components designed to meet students' skill levels (on level, below level, above level) will provide a guaranteed and viable curriculum for all students.

Sherwood K-2 classroom teachers will use both fiction and nonfiction texts in core reading instruction. By integrating multiple genres during instruction, students' comprehension will be enhanced as students compare and contrast text features and develop broader knowledge

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across all content areas. As teachers introduce students to thematic information from both fiction and nonfiction texts, they will use a variety of graphic organizers such as Venn Diagrams, K-W-L, T-Charts, Story Maps, etc., to help all students develop and add to their schema. Sherwood teachers will analyze students' assessment data and use it to inform instruction. Based on the benchmark and progress monitoring data, teachers plan instruction for whole group, small group, or individual students which will boost student learning toward the state standards. Teachers will progress monitor Tier 2 students bi-weekly (11th-24th percentile) or monthly (25th-49th percentile) and will progress monitor Tier 3 students (10th percentile and below) weekly. Problem-solving meetings will occur twice a month for scheduled discussions. Student progress and intervention effectiveness will be reviewed monthly. Students who score above the aim line (progress monitoring graph) 3 consecutive times on the early literacy skills subtests will exit from Tier 2 or Tier 3 support for that area. To exit from all Tier support, students must demonstrate mastery of all early literacy skill subtests (as described in previous sentence) as well as being able to read fluently at the expected (for that time of year) reading level with adequate comprehension (90% accuracy).

Sherwood staff will conduct an informative family literacy night for parents of all students. Teachers will work together to plan the event, using feedback/questions they've received from parents as well as their own perceptions about topics that would interest the parents and help them understand the school's expectations for reading performance. In our schoolwide model, this type of activity will increase parents' understanding of the curriculum and provide parents with tools and materials to promote involvement in supporting all students' reading development. Examples of materials they may receive include bookmarks listing strategies to use when helping students decode or tools to promote comprehension, such as a "retelling" glove.

Math:

Sherwood teachers will analyze students' assessment data and use it to inform instruction. Based on the benchmark and progress monitoring data, teachers plan instruction for whole group, small group, or individual students which will boost student learning toward mastery of state standards. Students receive extra support from Literacy Numeracy Specialists and instructional assistants through the tier structure as described above.

Sherwood K-2 classroom teachers will implement math common core state standards utilizing the "Math in Focus" program as a resource. This strategic approach to teaching concepts in a concrete-representational-abstract (CRA) order will improve all students' math concept development. CRA is a three-part instructional strategy in which the teacher first uses concrete materials (such as colored chips, base-ten blocks, unifix cubes, etc.) to model the mathematical concept to be learned, then demonstrates the concept in representational terms (such as drawing pictures), and finally in abstract or symbolic terms (such as numbers, notation, or mathematical symbols).

Sherwood staff will conduct an informative family math night for all students and their parents. In our schoolwide model, this type of communication will increase parents' understanding of the curriculum and provide them with tools and materials to promote involvement in supporting all students' math development. Teachers will collaborate to design the event, tailoring it to meet the needs of the parents as expressed through conversations and questions as well as the current needs of the students. Parents and students will meet with teachers at their appropriate grade level and will play games, experience a math lesson, or make items to take home for practice.

Behavior:

Sherwood K-2 classroom teachers will implement CHAMPS, a research based positive behavior support program. Each teacher will teach and reinforce classroom expectations using a positive reinforcement system. The benefit of this program would be more time on task and increased student learning.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Sherwood teachers will analyze students' assessment data and use it to inform instruction. Through the process of administering benchmark assessments three times a year and analyzing the data, the quality of instruction is improved for all students. Using the data, teachers are able to form flexible groups for direct instruction thereby differentiating according to students' strengths and weaknesses. Teachers use the benchmark data and additional "digging deeper" assessments as well as classroom observations to determine specific skills which need to be taught. During small group instruction (which occurs during core instruction blocks as well as intervention time), classroom teachers meet with students to target specific skill gaps and teach effective strategies. The focused direct instruction by classroom teachers remains flexible at the Tier 1 level where teachers support all students as they learn new concepts and skills. Classroom teachers provide systematic intervention support at the Tier 2 level as well through the process of identification based on benchmark assessments. Both the quality and quantity of instruction are increased through this focused, direct instruction. Students needing additional time to learn a concept or skill are given the extra time and attention from the classroom teachers and support personnel. Classroom teachers monitor the progress of those students who have been identified for Tier 2 and Tier 3 interventions using progress monitoring assessment tools provided by Aimsweb that are designed like the benchmark assessments. Additional resources which are described below are employed to support students in Tier 2 and Tier 3, thus providing identified students with additional focused instruction and practice. An increase in the quantity of instruction is also met through the Title I instructional assistants (paraprofessionals) who provide extra support and reteaching to identified students in the classroom. While students are working independently, the instructional assistants "push in" to support independent practice or to gather a small group for focused reteaching using the intervention materials from the core reading and math curriculum. The daily support provided by the instructional assistants varies in duration according to the skills, the number of students, and the time required for the lessons.

Literacy/Numeracy Specialists provide intensive instruction to identified students (Tier 3) each day for 30 minutes in small groups (of 3 or less), which increases both the quality and quantity of instruction for those most at risk. At the Kindergarten level, classroom teachers provide intensive, one-on-one interventions to the Tier 3 students daily for 15 minutes. Progress monitoring is completed on a weekly basis for Tier 3 students while Tier 2 students are progress monitored every other week (11th-24th percentile) or once a month (26th -49th percentile).

Regular progress monitoring/problem solving meetings are held by the MTSS team to review current data and determine the effectiveness of the interventions and identify any additional students that may need support or enrichment. Through our schoolwide model, Tier 2 and Tier 3 support is provided for students above and beyond the Tier 1 instruction for all students. The special education resource room teacher meets with students in accordance with individual IEP requirements. Classroom teachers also provide enrichment for students who are excelling in meeting state standards.

Sherwood K-2 classroom teachers will implement common core state standards. By utilizing research-based curriculum materials such as Math in Focus, Reading Street, and MAISA writing units that are aligned with the common core, the quality of instruction is enhanced. As these instructional materials are used with fidelity, quality and consistency is improved across all grade levels.

Sherwood K-2 classroom teachers will establish a 90-minute core instructional reading block (minimum), focusing on the Big 5 - phonemic awareness, alphabetic principle, vocabulary, comprehension, fluency. A dedicated 90-minute reading block each day ensures that all students receive consistent, concentrated reading instruction across all grade levels.

All Sherwood staff members will implement PBIS (Positive Behavioral Interventions and Supports). This approach provides a foundation for teaching and reinforcing common behavior expectations throughout the building and incorporates a classroom management system (CHAMPS) designed to increase instructional time by reducing off-task behavior.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

When conducting our needs assessment, several items became prominent in our minds as we formulated our strategies and activities. We noticed a strong relationship between low performing students and poor attendance. We also noted the changing demographics in our community and our school. Through our staff perception surveys, we realized that our classroom expectations and office referral procedures have not been clearly defined. At present, our parent support is positive overall, but we have seen a decline in parent volunteers during the school day. When looking at all of these elements, it became clear to us that we need to build a stronger alliance with all of our parents. In so doing, we need to understand our diverse population and address the connection between attendance and academic performance as well as classroom behavior and academic performance. As a school with an increasing percentage of families qualifying for free or reduced-price lunch, our staff must become aware of the cultural implications regarding poverty and how this affects learning

As a strategy to build a stronger alliance with our parents, Sherwood staff will expand activities specifically designed to promote student learning in reading and math by providing family night events in which teachers will offer materials and strategies to parents which will support parents in working with their children. As a part of the schoolwide plan, these events will be available to all families. To better help parents understand their child's progress with respect to the benchmark assessments, teachers at each grade level have developed a document for parents which describes the benchmark assessments for that grade level, the expectations for student performance on those assessments, and the performance data for a specific student. These documents are prepared for parents after each benchmark assessment and are an additional tool for communicating student progress beyond the report card grading periods. Prior to the first day of school, an open house is held in which families bring their children to meet their teacher, see their classroom, tour the building, board a school bus, and socialize with other parents. Our Parent-Teacher Organization (PTO) provides free treats and promotes volunteerism through a number of opportunities which are described in a brochure. To increase our parent involvement, we will offer more opportunities for parents to assist within the classroom.

As a strategy to increase time on task and promote student engagement, all Sherwood teachers will continue to implement CHAMPS. CHAMPS is a research-based proactive and positive approach to classroom management in which teachers will teach and reinforce expectations for activities and transitions through explicit instruction regarding Conversation, Help, Activity, Movement, Participation, and Success. By defining, teaching, and reinforcing clear expectations for students, teachers will have a better grasp of the need for consequences and office referrals.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

A MTSS team for each grade level, consisting of a Literacy/Numeracy Specialist, the classroom teachers, the school psychologist, the school social worker, the speech & language therapist, and the principal meet on a monthly basis to review student data and intervention effectiveness and to make instructional decisions for students and/or groups of students.

Based on Aimsweb benchmark reading assessment data, students who fall in the bottom 10 percent are eligible for Tier 3 interventions. First and second grade students who are also two levels below the expected reading level are targeted for Tier 3 intervention from the Literacy/Numeracy Specialists. These students receive additional direct instruction each day, for 30 minutes, from the Title I Literacy/Numeracy Specialists who use the "Leveled Literacy Intervention" program (LLI). Progress monitoring is conducted on each of these students every week. Text leveling (determining a student's independent reading level) is conducted once a month. When a student scores above the aim line three consecutive times on an assessment AND the student's reading level is at the expected level for that time of year

with 90% comprehension, the student is exited from Tier 3 and moves to Tier 2 for continued interventions by the classroom teacher and instructional assistant with bi-weekly progress monitoring. If at the next benchmark assessment, the student scores at or above the 50th percentile, the student is transferred to Tier 1 and is not in need of additional support. Tier 3 support is provided to students while other students are working in small groups with the classroom teacher or while other students are engaged in independent activities. Tier 2 and 3 interventions do not occur during core instruction.

At the Kindergarten level, Tier 3 intensive one-on-one instruction is provided by the classroom teacher on a daily basis.

Based on Aimsweb benchmark reading assessment data, students who are between the 10th and 50th percentile are eligible for Tier 2 interventions. Tier 2 interventions are divided into two groups (Tier 2A and Tier 2B) and are delivered by the classroom teacher and may also be delivered by a Title I instructional assistant. Students scoring in the 25th through 49th percentile (Tier 2A) receive small group instruction from the classroom teacher and are progress monitored once a month. Classroom teachers administer additional skill screeners (digging deeper) to identify specific areas of need for students who scored within the 11th through 24th percentile (Tier 2B). Title I instructional assistants use intervention materials from the "Reading Street" Response to Intervention (RTI) kits specific to one of the "Big 5" areas as directed by the classroom teacher. Classroom teachers may use "below level" lessons from the Reading Street program and additional resources such as "Words Their Way", leveled texts, materials created from the Florida Center for Reading Research, and Task Baskets to close skill gaps in alphabetic principle, phonemic awareness, vocabulary, comprehension, and fluency (the Big 5). At the Kindergarten level, Title I instructional assistants may also use the KPALS program (Kindergarten Peer Assisted Learning Strategies) as determined by classroom teachers for students who need support across all areas. Teachers progress monitor Tier 2B students who scored within the 11th through 24th percentile on a bi-weekly basis. When a student scores above the aim line three consecutive times on an assessment, the student is moved out of Tier 2B interventions for that area. Classroom teachers will continue to assess oral reading levels on a monthly basis (Tier 2A). Any student who is below the expected level for that time of year will remain in Tier 2A until the next benchmark assessment period. Tier 2B interventions are provided to students at least 3 days a week. The duration of the intervention sessions varies according to skills, group size, and lesson design, with a minimum of 30 minutes scheduled for students in Tier 2B (the 11th through 24th percentile ranking) and a minimum of 15 minutes for students in the Tier 2A (25th through 49th percentile). Instructional assistants "push in" to the classroom and support students in small groups or individually, depending on the classroom and lesson design. Students receive Tier 2 support while other students are working on independent skill practice in small groups or individually. In our schoolwide model, Tier 2 support for students will be most beneficial as the flexibility of moving students within this tier allows teachers to plan immediate support for students as needed.

Based on Aimsweb benchmark math assessment data, students who rank in the bottom 10th percentile are eligible for Tier 3 interventions. Second grade students are targeted for Tier 3 intervention from the Literacy/Numeracy Specialists. These students receive additional direct instruction each day, for 30 minutes, from the Literacy/Numeracy Specialists who use materials which correlate with the core math program. They may use the reteaching or extra practice components of the "Math in Focus" program, and/or they may create additional support materials to supply each student with the foundational understanding needed to master the grade level content. Students receive instruction and must demonstrate mastery in a concrete-representational-abstract progression. Progress monitoring is conducted on each of these students every week. When a student scores above the aim line three consecutive times on an assessment AND the student is capable of learning the grade level material with classroom support, the student exits to Tier 2B for continued interventions by the classroom teacher and instructional assistant with bi-weekly progress monitoring. If at the next benchmark assessment, the student scores above the 50th percentile, the student is transferred to Tier 1 and is not in need of additional support. Tier 3 support is provided to students while other students are working in small groups with the classroom teacher or while other students are engaged in independent activities. Tier 2 and 3 interventions do not occur during core instruction. Tier 3 kindergarten and first grade students receive small group or individual instruction from the classroom teacher designed to close skill gaps every day for a minimum of 15 minutes.

Based on Aimsweb benchmark math assessment data, students who are between the 10th and 50th percentile are eligible for Tier 2

interventions. Tier 2 interventions are divided into two components and are delivered by the classroom teacher and may also be delivered by a Title I instructional assistant. Students in the 11th through 24th percentile (Tier 2B) receive additional instruction from both the instructional assistants and classroom teachers who use intervention materials from the "Math in Focus" program as determined by the classroom teacher. Teachers may also prescribe "Math PALS" for groups of students which would be used by instructional assistants. Teachers progress monitor these Tier 2B students on a bi-weekly basis. Students who are within the 25th through 49th percentile (Tier 2A) receive additional support from the classroom teacher 3 times a week for 15 minutes each session and are progress monitored once a month. When a student in Tier 2 scores above the aim line three consecutive times on an assessment, the student is moved out of Tier 2 interventions for that area. Tier 2 interventions are provided to students at least 3 days a week. The duration of the intervention sessions varies according to skills, group size, and lesson design. Instructional assistants "push in" to the classroom and support students in small groups or individually, depending on the classroom and lesson design. Students receive Tier 2 support while other students are working on independent skill practice in small groups or individually.

Extended learning opportunities are available for K-2 students during our summer "Jump Start" program. Using the recently-completed school year's spring assessment data, students who are at or below the 25th percentile in reading and/or math are eligible for a three-week program. This summer school program is held in August, for a half day, five days a week, for two weeks, and is designed to help students regain some of the reading and math skills they might have lost over the summer. We do not offer an extended day program to our K-2 students.

5. Describe how the school determines if these needs of students are being met.

Monthly review of student achievement, including progress monitoring data, is conducted at scheduled grade level meetings. Intervention effectiveness is analyzed and decisions are made as needed to adjust or continue the interventions. The fidelity of the interventions is also reviewed in this analysis.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals at Sherwood Elementary School meet the No Child Left Behind requirements for Highly Qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Sherwood Elementary teachers are Highly Qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The teacher turnover rate for the 2014-2015 school is less than five percent.

2. What is the experience level of key teaching and learning personnel?

Sherwood Elementary School currently has only one teacher with less than 5 years of experience. The majority of our staff has 10+ years of experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

We have no specific initiative since our turnover rate is less than five percent.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Saginaw Township Community Schools offer a competitive salary and benefits package to teaching staff. The district also offers a variety of professional development opportunities throughout the school year for teachers and support staff. District representatives attend local job fairs to attract recent college graduates. Our district has a partnership with the local university and many student teachers and education majors have opportunities to experience our schools. Through this partnership, our teachers remain current with best practices and are given opportunities to attend college courses in exchange for hosting student teachers.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Sherwood Elementary does not have a high turnover rate; therefore, no initiatives to retain teachers are in place. We are one of the schools that teachers desire to join and have recently added two staff members who have more than 5 years of teaching experience prior to being hired by our district.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Sherwood Elementary teachers receive professional development that is tightly aligned to our school improvement plan. This coming school year we are planning to include student behavior as one of our main goals.

2. Describe how this professional learning is "sustained and ongoing."

All professional development provided to Sherwood staff members is pertinent to the goals and strategies currently in our school improvement plan. As such, teachers are expected to implement the programs and strategies throughout the year. Feedback is obtained from staff at the monthly grade level meetings as implementation of professional development is discussed.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		SWE 2015-16 PD Calendar

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Sherwood Elementary has an active leadership team which includes teachers from each grade level, a school social worker, a Title I Literacy/Numeracy Specialist, a school psychologist, the principal, and several parents. A variety of meetings were held: some meetings were held during the school day and some meetings were held after school hours to accommodate parents and staff. Parents were invited to participate by open invitation through the school newsletter, by invitation at a Title I meeting, and by personal request. Parents participated in the design of the schoolwide plan through their involvement with school improvement subcommittees which met throughout the year. Updates about the schoolwide plan were also provided to the parent organization at their monthly meetings. A parent survey is conducted each year to solicit feedback and ideas to incorporate into the school improvement plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

When the schoolwide plan is implemented in 2015-16, parents will again be participating members of school improvement subcommittees. Feedback about the schoolwide plan is gathered through parent surveys and parent-teacher conferences.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

When the schoolwide plan is implemented in 2015-16, a special survey will be provided to parents for their feedback.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1118 (e) (1)

Assistance is provided to parents, as appropriate, in understanding the state's academic content standards, achievement standards, state and local assessments, and how to monitor their child's progress. Each grade level team has developed a form in which benchmark assessment results are provided to parents. The form clarifies assessment results so that parents can easily see what the standard or expectation is, and where their child's current progress lies. End-of-Trimester report cards contain a key with descriptions to help parents understand how their children are progressing in meeting state standards. Translators are arranged for parents who do not speak English. Additionally, teachers use the weekly classroom newsletters from "Math in Focus" and "Reading Street" parent letters explain the focus, content and expectation for the week. Monthly reading progress reports, reading fluency scores and math fact fluency updates are provided to parents. Daily student work is sent home for parent review. At our fall curriculum night, teachers share grade level expectations in the core

areas with parents.

1118 (e) (2)

Sherwood Elementary School hosts a math night each year in which we provide math materials and training for parents so they can support their children's learning at home. At the beginning of the school year, a list of recommended websites is given to parents. At parent/teacher conferences and curriculum night, teachers send home supplemental materials to practice at home. Teachers at each grade level developed a document to share with parents outlining their child's academic progress and assessment results after each benchmark assessment (three times a year). This tool is in addition to the trimester report card. Monthly progress letters are provided to parents of students who are receiving additional reading and math support from Title I Literacy/Numeracy Specialists. Individual support is given whenever a parent requests it. Additional information about early literacy skill development and math skills is provided at our Title I parent meeting. We provide summer skills books to families to help them to continue supporting their children academically during the summer months.

1118 (e) (3)

Each year we send representatives to a parent involvement conference, to bring back ideas to help staff in ways to reach out to parents. We recognize our parents' contributions by hosting a volunteer breakfast. We will continue to look for ways to strengthen ties between parents and the school.

1118 (e) 4

In the 2015-16 school year, we will make a stronger effort to coordinate and integrate our preschool families into our parent involvement programs. These preschool classes at Sherwood include Early Childhood Special Education (ECSE) and Head Start/Readiness. Also, the Saginaw County Great Start Collaboration Parent Coalition provides monthly parenting tips for our school newsletter. Two Sherwood Kindergarten Teachers represented our building on a county-wide committee that was formed specifically for the purpose of communicating across the preschool and school boundaries. Representatives from Head Start/Readiness programs, local preschools, administrators from both levels, personnel from the local university and the Intermediate School District are also among the committee membership. The current focus of the committee is to articulate academic and behavior standards and alignment across the birth to 3rd grade continuum. With an Early Childhood Special Education program and a Readiness/Head Start program in our building, we are able to provide students with an opportunity to visit kindergarten classrooms in our building periodically throughout the school year. These children are given the opportunity to experience kindergarten during instruction time. During the 2015-16 school year, we will explore options to further involve parents in this experience. We will also look into planning opportunities for teachers to spend time in classrooms across this expanse so that their understanding about transition needs can be further developed and plans can be made to implement other strategies. Kindergarten and preschool teachers within our building will meet 3 times a year to dialogue about the kindergarten expectations and transition issues for students.

1118 (e) 5

Parent communication sent home is easily understandable to parents and free of educational jargon. For parents who have difficulty with English, we seek help through our district network of translators to assist us in communicating with parents in their native language whenever possible.

1118 (e) 14

Sherwood Elementary will make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement. Parent requests for additional support are met in a timely manner. As concerns come forward, meetings are scheduled with appropriate personnel with expertise in addressing the specific needs.

1118 (e) (f)

Sherwood Elementary School is handicapped accessible for parents with disabilities. Staff members provide flexible meeting times for parents. When parent communication is necessary, a translator is available to help with Limited English Proficiency (LEP) family situations. At present, we do not have any migrant students (or migratory families) in our district. However, understanding the need to be proactive in providing support services to our students and their parents that will promote family engagement and student achievement, we will work with our ISD and our MDE Office of Field Services representatives to address this area in future plans.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

At the annual Title I Parent Meeting, the Parent Involvement Policy and schoolwide plan will be reviewed with parents. Suggestions for changes will be received. A committee of Title I staff and parents will be formed to make any necessary changes to the policy and plan. A questionnaire eliciting feedback and input will be provided to all parents. Their responses will be shared with the Leadership Team.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Constructive feedback will be used to to formulate new strategies or activities for the next year's school improvement plan. Survey instruments will be used to collect feedback as well as personal input at committee meetings. Committees consisting of staff and parents will be formed to monitor the implementation of the plan and make changes as needed for subsequent years.

8. Describe how the school-parent compact is developed.

A draft copy of the previous year's school-parent compact was provided to parents at the Fall Title I Parent Night. After review, suggestions for changes were elicited from parents. Revisions, if any, are adopted by unanimous vote. The (revised) compact is then utilized during the November Parent-Teacher Conferences.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

At the November Parent-Teacher conferences, the classroom teacher presents each parent with a copy of the school-parent compact. The document is discussed with parents and parent signatures are collected on the documents. Teachers and students also sign the documents.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Not applicable.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Home-School Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Teachers at each grade level developed a document to share with parents what the standard or expectation is, outlining their child's academic progress and assessment results after each benchmark assessment (three times a year). This tool is in addition to the trimester

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report card. Teachers take care to explain progress using graphs and examples of student work as compared to benchmark targets. Monthly progress letters are provided to parents of students who are receiving additional reading and math support from Title I Literacy/Numeracy Specialists. Translators are arranged for parents who do not speak English.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

A Kindergarten Round Up is held in March each year to inform parents of the registration process and to provide basic information about the schools in our district. A panel discussion of administrators and teachers provides information about registration requirements, kindergarten, young fives, gifted & talented, transportation, nutrition, day care, etc. A question and answer period follows the panel presentation. This event is advertised through school newsletters, district website, local media, and strategically-placed marquees. Fliers advertising the event are also provided to local preschool and head start programs. Parents return completed registration documents to the school office where they receive a tour of the building, a chance to ask additional questions, and are given a school readiness booklet to assist them in preparing their youngsters for kindergarten. An open house is held prior to the first day of school for the families of incoming kindergarten students as well as any new or returning students. Students and their families have the opportunity to meet their teacher, visit the classroom, board a school bus, and tour the building. Two Sherwood Kindergarten Teachers represent our building on a county-wide committee that was formed specifically for the purpose of communicating across the preschool and school boundaries. Representatives from Head Start/Readiness programs, local preschools, administrators from both levels, personnel from the local university and the Intermediate School District are also among the committee membership. The current focus of the committee is to articulate academic and behavior standards and alignment across the birth to 3rd grade continuum.

With an Early Childhood Special Education program and a Readiness/Head Start program in our building, we are able to provide students with an opportunity to visit kindergarten classrooms in our building several times throughout the year. These children are given the opportunity to experience kindergarten during instruction time. During the 2015-16 school year, we will explore options to further involve parents in this experience. Our preschool teachers also spend time in kindergarten classrooms along with their students to understand the specific transition needs of their students. Kindergarten and preschool teachers within our building meet to dialogue about the kindergarten expectations and transition issues for students. Kindergarten teachers attend transition IEP meetings for students who are exiting our preschool programs into kindergarten. Our exiting second grade students have an opportunity to visit their next school building at the end of their second grade year. Second grade teachers communicate with the administrators and teachers of the receiving schools regarding specific student needs prior to the beginning of their third grade year.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

The Sherwood Early Childhood Special Education (ECSE) program provides a variety of opportunities to inform parents of kindergarten readiness skills. Parents are encouraged to attend four meetings throughout the school year. These meetings address speech/language, independent skills, fine motor, and prekindergarten ideas for parents to work on in the summer. ECSE teachers use "The Read It Once Again" curriculum, which is a program addressing adaptive writing, early math, and prereading skills. This curriculum provides necessary skills needed to be successful in kindergarten. Preschool teachers and kindergarten teachers meet regularly to discuss readiness skills. They also attend Early Childhood conferences which provide them with additional strategies to prepare students for their academic careers. Our two local Head Start preschool programs provide a similar experience as ECSE teachers. These Intermediate School District programs schedule two home visits and two parent conferences per year. Head Start conducts monthly parent meetings on topics such as life skills, speech/language development, and early literacy development. Sherwood's principal attends one parent meeting to inform parents of the

kindergarten registration process, kindergarten readiness expectations, and general information about the school.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Sherwood teachers are actively involved in making decisions about school-based academic assessments and the reporting of those results. At monthly grade level meetings, teachers review the need for particular components of the benchmark assessments and subsequent progress monitoring. Current benchmark assessments include components of the Michigan Literacy Progress Profile (MLPP) and AIMSweb (reading, math, and behavior). During the 2012-13 and 2013-14 school years, teachers decided to eliminate certain subtests and to reinstate other benchmark tests. Teacher representatives from each grade level served on a report card committee to review/revise the standards so that they are aligned with the Common Core State Standards (CCSS). At each grade level, teachers decide which core curriculum assessments will be used in their classrooms and they collaboratively score students' benchmark writing assessments. Teachers at each grade level discussed the administration of benchmark assessments and decided which tests would be administered by the classroom teacher and which tests would be administered by a colleague. Grade Level Chairpersons work with colleagues to develop a benchmark testing schedule so that teachers are not testing only their own students.

First and Second grade teachers have decided to administer weekly reading assessments aligned with the Common Core Standards. End-of-Unit Math tests are administered in First and Second grade as well. Kindergarten teachers have developed a math assessment aligned with Common Core Standards which they administer at the end of each trimester. In an effort to reduce building costs for paper, second grade teachers decided to use "Xtra Math" (a web-based program) for math fact fluency practice rather than "Rocket Math" which required many reams of paper and a large portion of teacher prep time to manage.

Teachers at each grade level developed a document to share with parents outlining their child's academic progress and assessment results after each benchmark assessment period (3 times a year). This tool is in addition to the trimester report card. Monthly progress letters are provided to parents of students who are receiving additional reading and math support from Title I Literacy/Numeracy Specialists.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Classroom teachers, as well as support personnel and the principal, meet monthly to review student achievement data in order to improve the academic achievement of all students. Sherwood teachers collaboratively analyze the results of classroom assessments to determine the need for additional support. Students are identified for additional support by classroom teachers based on student assessment data, including AIMSweb (for reading & math), oral reading, and classroom assessments. Teachers use these assessments to determine which students will receive additional support from Title I personnel as well as for determining which students require additional classroom support (Tier 2). Since 2010-11, grade level teams have reviewed benchmark data. Teachers have made decisions about interventions and intervention delivery models as a result of their findings. Teachers meet as needed at problem-solving meetings (held twice a month) to further investigate academic and behavior issues that impact student achievement. Our school received three years of professional development and support through Michigan's Integrated Behavior & Learning Support Initiative (MiBLSi). Through our involvement in this process, we have been reviewing student achievement data in reading and behavior. Our district has invested in new core reading and math curriculum materials as a result of the intensified focus in this core area.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

As a kindergarten through second grade school, Sherwood Elementary uses benchmark assessments (fall, winter, spring) such as oral reading assessments (using Developmental Reading Assessment (DRA) or Rigby oral reading assessment), and a variety of Aimsweb assessments in reading (Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Reading-Curriculum Based Measure (R-CBM), MAZE (for comprehension)) and math (Number Identification Measure (NIM), Quantity Discrimination Measure (QDM), Missing Number Measure (MNM), Math-Computation (M-COMP), Math-Concepts and Application (M-CAP)) to identify students who may have difficulty meeting the State's academic achievement assessment standards as third graders. We also assess students' writing with a rubric three times a year, requiring students at each grade level to respond to a common prompt. Meetings are scheduled after each benchmark assessment period for the Multi-Tiered Systems of Support (MTSS) team, consisting of grade level teachers, the principal, school psychologist, social worker, speech therapist, special education teacher, and literacy/numeracy specialists to review the data and identify students' strengths and weaknesses. Student performance data is analyzed by skills, subgroups, and comparisons between groups, classrooms, and across grade levels. Student eligibility for timely and additional assistance is determined by the MTSS team as listed below.

Selection Criteria by Content Area and Grade Level is as follows:

English Language Arts - Reading:

Grade Span: Kindergarten

Identification/Criteria for Selection: Students are identified for additional support after benchmark assessments are completed. Specific assessments used are Aimsweb Tests of Early Literacy (Letter Naming Fluency (LNS), Letter Sound Fluency (LSF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF)); and Independent Reading Level (Rigby or DRA). For the Fall benchmark, we administer only LNS and LSF. For the Winter and Spring benchmarks, we administer all of the reading measures. Using the percentile rankings, students are placed in tiers of support. Students who are at or above the 50th percentile continue to receive core instruction (Tier 1) from the classroom teacher (which includes differentiation) with no additional support. Students who are at the 25th percentile through 49th percentile continue to receive core instruction (Tier 1) and additional support (Tier 2A) in the form of small group instruction from the classroom teacher 3 times a week for a minimum of 15 minutes. These students are progress monitored once a month and may need additional Tier 2 support if they fall below the aimline. Students who are between the 10th and 25th percentile continue to receive core instruction (Tier 1) and also receive additional support from the classroom teacher and the Title I instructional assistant (Tier 2B). The combined support is provided for a minimum of 30 minutes 3 times a week. These students are progress monitored every other week. After 3 consecutive performances above the aimline, they are no longer eligible for Tier 2B support from instructional assistants. Classroom teachers will continue to provide Tier 2A support for 15 minutes, 3 days a week. Students who are at the 10th percentile or below (Tier 3) also receive the Tier 1 and Tier 2 supports, but have additional one-on-one support from the classroom teacher for 15 minutes a day, every day. These students are progress monitored each week. When they score above the aimline 3 consecutive times, they will exit Tier 3 support and receive Tier 2 support. At the next benchmark assessment, all students are reevaluated and placed in tiers of support according to the current data.

Grade Span: First Grade

Identification/Criteria for Selection: Students are identified for additional support after benchmark assessments are completed. Specific assessments used are Aimsweb Tests of Early Literacy (Letter Naming Fluency (LNS), Letter Sound Fluency (LSF), Phonemic Segmentation

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Fluency (PSF), Nonsense Word Fluency (NWF), and Reading-Curriculum Based Measure (R-CBM)); and Independent Reading Level (Rigby or DRA). For the Fall benchmark, we administer LNS, LSF, PSF, NWF and Rigby; for the Winter benchmark we administer PSF, NWF, RCBM and Rigby; for the Spring benchmark we administer NWF, R-CBM and DRA. Using the percentile rankings provided through the Aimsweb assessment system, students are identified for tiers of support. Students who are at or above the 50th percentile continue to receive core instruction (Tier1) from the classroom teacher (including differentiated instruction) with no additional support. Students who are at the 25th percentile through 49th percentile continue to receive core instruction (Tier 1) and additional support (Tier 2A) in the form of small group instruction from the classroom teacher 3 times a week for a minimum of 15 minutes. These students are progress monitored once a month and may need additional Tier 2B support if they fall below the aimline. Students who are between the 10th and 25th percentile continue to receive core instruction (Tier 1) and also receive additional support from the classroom teacher and the Title I instructional assistant (Tier 2B). The combined support is provided for a minimum of 30 minutes 3 times a week. These students are progress monitored every other week. After 3 consecutive performances above the aimline, they are no longer eligible for Tier 2B support from instructional assistants. Classroom teachers will continue to provide Tier 2A support for 15 minutes, 3 days a week. Students who are at the 10th percentile or below AND are below the expected reading level are eligible for Tier 3 support and will also receive the Tier 1 and Tier 2 supports. Tier 3 support is provided by the Title I Literacy/Numeracy Specialist for 30 minutes a day, 5 days a week. These students are progress monitored each week. When they score above the aimline 3 consecutive times AND read at the expected level with 90% comprehension for 2 consecutive months, they will exit Tier 3 support and receive Tier 2 support. At the next benchmark assessment, all students are reevaluated and placed in tiers of support according to the current data.

Grade Span: Second Grade

Identification/Criteria for Selection: Students are identified for additional support after benchmark assessments are completed. Specific assessments used are Aimsweb Reading-Curriculum Based Measure (R-CBM and Aimsweb MAZE); and Independent Reading Level (Rigby or DRA). For the Fall benchmark, we administer R-CBM and Rigby; for the Winter benchmark we administer R-CBM, MAZE and Rigby; for the Spring benchmark we administer R-CBM, MAZE and DRA. Using the percentile rankings provided through the Aimsweb assessment system, students are identified for tiers of support. Students who are at or above the 50th percentile continue to receive core instruction (Tier 1) from the classroom teacher (including differentiated instruction) with no additional support. Students who are at the 25th percentile through 49th percentile continue to receive core instruction (Tier 1) and additional support (Tier 2A) in the form of small group instruction from the classroom teacher 3 times a week for a minimum of 15 minutes. These students are progress monitored once a month and may need additional Tier 2B support if they fall below the aimline. Students who are between the 10th and 25th percentile continue to receive core instruction (Tier 1) and also receive additional support (Tier 2B) from the classroom teacher and the Title I instructional assistant. The combined support is provided for a minimum of 30 minutes 3 times a week. These students are progress monitored every other week. After 3 consecutive performances above the aimline, they are no longer eligible for Tier 2B support from instructional assistants. Classroom teachers will continue to provide Tier 2A support for 15 minutes, 3 days a week. Students who are at the 10th percentile or below AND are below the expected reading level are eligible for Tier 3 support and will also receive the Tier 1 and Tier 2 supports. Tier 3 support is provided by the Title I Literacy/Numeracy Specialist for 30 minutes a day, 5 days a week. These students are progress monitored each week. When they score above the aimline 3 consecutive times AND read at the expected level with 90% comprehension for 2 consecutive months, they will exit Tier 3 support and continue to receive Tier 2 support. At the next benchmark assessment, all students are reevaluated and placed in tiers of support according to the current data.

English Language Arts - Writing:

Grade Span: Kindergarten through Second Grade

Identification/Criteria for Selection: Teacher observation and 6 Traits Writing Rubric. Classroom teachers review the traits where a student scored less than a 3 and meet with students individually or in small groups for review and practice 3 times a week for 15 minutes each session.

Mathematics:

Grade Span: Kindergarten

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Identification/Criteria for Selection: Students are identified for additional support in math after benchmark assessments are completed. Specific assessments used are Aimsweb Tests of Early Numeracy (Number Identification Measure (NIM), Quantity Discrimination Measure (QDM), Missing Number Measure (MNM)). Using the percentile rankings provided through the Aimsweb assessment system, students are identified for tiers of support. Students who are at or above the 50th percentile continue to receive core instruction (Tier 1) from the classroom teacher with no additional support. Students who are at the 25th percentile through 49th percentile continue to receive core instruction (Tier 1) and additional support (Tier 2A) in the form of small group instruction from the classroom teacher 3 times a week for a minimum of 15 minutes. These students are progress monitored once a month and may need additional Tier 2B support if they fall below the aimline. Students who are between the 10th and 25th percentile continue to receive core instruction (Tier 1) and also receive additional support (Tier 2B) from the classroom teacher and the Title I instructional assistant. The combined support is provided for a minimum of 30 minutes 3 times a week. These students are progress monitored every other week. After 3 consecutive performances above the aimline, they are no longer eligible for Tier 2B support from instructional assistants. Classroom teachers will continue to provide Tier 2A support for 15 minutes, 3 days a week. Students who are at the 10th percentile or below are eligible for Tier 3 support and will also receive the Tier 1 and Tier 2 supports. Tier 3 support is provided to the students in a one-on-one setting by the classroom teacher every day for 15 minutes each day. These students are progress monitored each week. When they score above the aimline 3 consecutive times, they will exit Tier 3 support and continue to receive Tier 2 support. At the next benchmark assessment, all students are reevaluated and placed in tiers of support according to the current data.

Grade Span: First Grade

Identification/Criteria for Selection: Students are identified for additional support in math after benchmark assessments are completed. Specific assessments used are Aimsweb Tests of Early Numeracy (Number Identification Measure (NIM), Quantity Discrimination Measure (QDM), Missing Number Measure (MNM) and Math-Computation (M-COMP)). Using the percentile rankings provided through the Aimsweb assessment system, students are identified for tiers of support. Students who are at or above the 50th percentile continue to receive core instruction (Tier 1) from the classroom teacher (including differentiated instruction) with no additional support. Students who are at the 25th percentile through 49th percentile continue to receive core instruction (Tier 1) and additional support (Tier 2A) in the form of small group instruction from the classroom teacher 3 times a week for a minimum of 15 minutes. These students are progress monitored once a month and may need additional Tier 2B support if they fall below the aimline. Students who are between the 10th and 25th percentile continue to receive core instruction (Tier 1) and also receive additional support (Tier 2B) from the classroom teacher and the Title I instructional assistant. The combined support is provided for a minimum of 30 minutes 3 times a week. These students are progress monitored every other week. After 3 consecutive performances above the aimline, they are no longer eligible for Tier 2B support from instructional assistants. Classroom teachers will continue to provide Tier 2A support for 15 minutes, 3 days a week. Students who are at the 10th percentile or below are eligible for Tier 3 support and will also receive the Tier 1 and Tier 2 supports. Tier 3 support is provided to the students in a one-on-one setting by the classroom teacher every day for 15 minutes each day. These students are progress monitored each week. When they score above the aimline 3 consecutive times, they will exit Tier 3 support and continue to receive Tier 2 support. At the next benchmark assessment, all students are reevaluated and placed in tiers of support according to the current data.

Grade Span: Second Grade

Identification/Criteria for Selection: Students are identified for additional support in math after benchmark assessments are completed. Specific assessments used are Aimsweb Math-Computation (M-COMP) and Aimsweb Math-Concepts and Application (M-CAP). Using the percentile rankings provided through the Aimsweb assessment system, students are identified for tiers of support. Students who are at or above the 50th percentile continue to receive core instruction (Tier 1) from the classroom teacher (including differentiated instruction) with no additional support. Students who are at the 25th percentile through 49th percentile continue to receive core instruction (Tier 1) and additional support (Tier 2A) in the form of small group instruction from the classroom teacher 3 times a week for a minimum of 15 minutes. These students are progress monitored once a month and may need additional Tier 2B support if they fall below the aimline. Students who are between the 10th and 25th percentile continue to receive core instruction (Tier 1) and also receive additional support (Tier 2B) from the classroom teacher and the Title I instructional assistant. The combined support is provided for a minimum of 30 minutes 3 times a week. These students are progress monitored every other week. After 3 consecutive performances above the aimline, they are no longer eligible for

Tier 2B support from instructional assistants. Classroom teachers will continue to provide Tier 2A support for 15 minutes, 3 days a week. Students who are at the 10th percentile or below are eligible for Tier 3 support and will also receive the Tier 1 and Tier 2 supports. Tier 3 support is provided to the students by the Title I Literacy/Numeracy Specialist every day for 30 minutes each day. These students are progress monitored each week. When they score above the aimline 3 consecutive times, they will exit Tier 3 support and receive Tier 2 support. At the next benchmark assessment, all students are reevaluated and placed in tiers of support according to the current data.

Science:

Grade Span: Kindergarten through Second Grade

Identification/Criteria for Selection: Teacher observations and classroom assessments. At the K-2 level, teacher observation during literacy and math instruction provides teachers with information about students' prior knowledge on a topic and whether or not additional support is needed. In addition, student reading levels are taken into consideration when planning for additional instruction and support in this area.

Social Studies:

Grade Span: Kindergarten through Second Grade

Identification/Criteria for Selection: Teacher observations and classroom assessments. At the K-2 level, teacher observation during literacy and math instruction provides teachers with information about students' prior knowledge on a topic and whether or not additional support is needed.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Based on the results of the assessments described in the previous section, assistance is provided to students through several intervention methods as described below.

Grade Span: Kindergarten

Interventions: Students who scored in the 25th through 49th percentile on any Aimsweb Test of Early Literacy will receive additional support from the classroom teacher (Tier 2A). The teacher will meet with small groups 3 times a week, for 15 minutes, providing the students with extra practice in the core instructional components. The classroom teacher will progress monitor these students once a month. If a student falls below the aimline, additional Tier 2 support will be provided to the student as described next. Students who scored in the 11th through 24th percentile will receive additional support from the classroom teacher and the Title I instructional assistant targeting the areas of need for a combined total of 30 minutes a day, 3 days a week (Tier 2B). Classroom teachers will be administering "digging deeper" assessments (such as MLPP, RTI Kit Screener or Phonics Screener) to identify specific skill gaps and will prescribe lessons to close those gaps.

Instructional assistants will use the Reading Street RTI kits or Peer Assisted Learning Strategies (PALS) program with small groups as directed by the classroom teacher. Teachers will use additional supplemental materials provided by the Reading Street program - the "below level" lessons and/or "Words Their Way" lessons. These students will be progress monitored every other week. Students who scored at the 10th percentile or below for any assessment will receive one-on-one intensive interventions (Tier 3) from the classroom teacher, 15 minutes a day, 5 days a week. Teachers will use the digging deeper assessments to plan lessons targeted to quickly closing the skill gaps.

Interventions are provided to students during independent practice or small group practice times. Students are not removed from core instruction when receiving intervention support.

Grade Span: First Grade and Second Grade

Interventions: Students who scored in the 25th through 49th percentile on any Aimsweb Test of Early Literacy or are below reading level expectations will receive additional support from the classroom teacher (Tier 2A). The teacher will meet with small groups 3 times a week, for 15 minutes, providing the students with extra practice in the core instructional components, using leveled reading texts. This focused guided reading instruction will allow the classroom teacher to closely monitor these students. The classroom teacher will progress monitor these students once a month, including a text level on oral reading. If a student falls below the aimline, additional Tier 2B support will be

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provided to the student as described next. Students who scored in the 11th through 24th percentile will receive additional support from the classroom teacher and the Title I instructional assistant targeting the areas of need for a combined total of 30 minutes a day, 3 days a week. Classroom teachers will be administering "digging deeper" assessments (such as MLPP, RTI Kit Screener or Phonics Screener) to identify specific skill gaps and will prescribe lessons to close those gaps. Instructional assistants will use the Reading Street RTI kits or Peer Assisted Learning Strategies (PALS) program with small groups as directed by the classroom teacher. Teachers will use additional supplemental materials provided by the Reading Street program - the "below level" lessons and/or "Words Their Way" lessons. These students will be progress monitored every other week. Students who scored at the 10th percentile or below for any assessment will receive intensive interventions (Tier 3) from the Title I Literacy/Numeracy Specialist, 30 minutes a day, 5 days a week in a small group (3 or less) setting. Literacy/Numeracy Specialists will use the Leveled Literacy Intervention (LLI) program which is a systematic instructional approach that combines reading, writing, and phonics with an emphasis on comprehension strategies. It also includes vocabulary expansion, reading fluency and teaches students the text features of fiction and nonfiction texts.

English Language Arts - Writing:

Grade Span: Kindergarten through Second Grade

Interventions: Differentiated instruction is provided in small groups or individually by the classroom teacher on a daily basis. Reteaching lessons are provided by the classroom teacher as needed.

Mathematics:

Grade Span: Kindergarten and First Grade

Interventions: Students who scored in the 25th through 49th percentile on any Aimsweb Test of Early Numeracy will receive additional support from the classroom teacher (Tier 2A). The teacher will meet with small groups 3 times a week, for 15 minutes, providing the students with extra practice in the core instructional components using Math in Focus reteaching lessons. The classroom teacher will progress monitor these students once a month. If a student falls below the aimline, additional Tier 2B support will be provided to the student as described next. Students who scored in the 11th through 24th percentile will receive additional support from the classroom teacher and the Title I instructional assistant targeting the areas of need for a combined total of 30 minutes a day, 3 days a week. Instructional assistants will use the PALS Math program as directed by the classroom teacher. Teachers will use additional supplemental materials provided by the Math in Focus program or other supplemental materials designed to provide students with the concrete-pictorial-abstract learning. These students will be progress monitored every other week. Students who scored at the 10th percentile or below for any assessment will receive intensive interventions (Tier 3) from the classroom teacher, 15 minutes a day, 5 days a week, with a strong emphasis on concrete learning. Interventions are provided to students during independent practice or small group practice times. Students are not removed from core instruction when receiving intervention support.

Grade Span: Second Grade

Interventions: Students who scored in the 25th through 49th percentile on either Aimsweb assessment will receive additional support from the classroom teacher (Tier 2A). The teacher will meet with small groups 3 times a week, for 15 minutes, providing the students with extra practice in the core instructional components, using reteaching materials from the Math in Focus program. The classroom teacher will progress monitor these students once a month. If a student falls below the aimline, additional Tier 2B support will be provided to the student as described next. Students who scored in the 11th through 24th percentile will receive additional support from the classroom teacher and the Title I instructional assistant targeting the areas of need for a combined total of 30 minutes a day, 3 days a week. Instructional assistants will use the PALS Math program as directed by the classroom teacher. Teachers will use additional supplemental materials provided by the Math in Focus program or other supplemental materials designed to provide students with the concrete-pictorial-abstract learning. These students will be progress monitored every other week. Students who scored at the 10th percentile or below for any assessment will receive intensive interventions (Tier 3) from the Title I Literacy/Numeracy Specialist (LNS), 30 minutes a day, 5 days a week, in a small group (5 or less) setting. The LNS will use supplemental math resources aligned with the core program to close skill gaps as seen through the M-CAP strand report. The focused instruction will build students' concept development through the concrete-pictorial-abstract progression. Weekly progress monitoring is conducted on these students to show growth and pinpoint areas of need. Interventions are provided to students during independent practice or small group practice times. Students are not removed from core instruction when receiving intervention support.

Science:

Grade Span: Kindergarten through Second Grade

Interventions: Students receive additional science support through the use of nonfiction informational text during reading intervention. At the K-2 level, teachers incorporate science concepts in reading and math lessons and provide extra support for students who may lack background knowledge through lessons which include vocabulary building activities, movies, stories, guest speakers and field trips.

Social Studies:

Grade Span: Kindergarten through Second Grade

Interventions: Students receive additional social studies support through the use of nonfiction informational text during reading intervention. At the K-2 level, teachers incorporate social studies concepts in reading and math lessons and provide extra support for students who may lack background knowledge through lessons which include vocabulary building activities, movies, stories, guest speakers and field trips.

Extended learning opportunities are available for K-2 students during our summer "Jump Start" program. Using the recently-completed school year's spring assessment data, students who are at or below the 25th percentile in reading and/or math are eligible for a two-week program. This summer school program is held in August, for a half day, five days a week, and is designed to help students regain some of the reading and math skills they might have lost over the summer. We do not offer an extended day program to our K-2 students during the regular school year.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Classroom teachers are able to meet individual student's needs through differentiated instruction within core instruction as well as through the tiered instruction. By further examining the assessment data, teachers are able to sort students into groups for reading. For example, a second grade student who is above the 50th percentile may appear to be reading fluently with grade level material, but closer examination of the student's accuracy rate may reveal that the student is making too many errors. The teacher uses this information, along with other classroom assessments and observations, to inform instruction when meeting with that student in small group guided reading or to provide independent practice on specific decoding skills for that student during independent work time. Teachers will look at oral reading fluency and sort students for differentiated instruction based on whether they are fast and accurate, fast and inaccurate, slow and accurate, or slow and inaccurate.

During core reading instruction (Tier 1), students are provided with leveled texts appropriate to their reading level when studying the lesson's topic.

First and second grade classroom teachers administer assessments such as the Spelling Inventory to their whole class and use the results to inform whole group instruction as well as small group and/or individual instruction. "Words their Way" intervention lessons are tied to the results of each student's assessment. Teachers form flexible small groups to address similar needs.

During the Writing Block, teachers meet with small groups of students and work with them individually to craft and edit their writing. Supports are provided to students as they work on their writing. For example, for students who are not proficient with letters and sounds, an ABC referent chart is provided for a visual reminder of the letter corresponding to the sound they want to use in their writing; anchor charts are created by the teacher during whole group instruction and are available for students to use when they need the support, at all levels, graphic organizers are used to "hold" students' thoughts as they compose.

During the Math Block, teachers work with small groups or individuals who may need extra support with the day's lesson. They also provide manipulatives to students to work through problems and adjust instruction to support students as they develop concept knowledge from the concrete to pictorial to abstract. Students work independently on mastering their basic math facts and progress through those facts at their own pace using a web-based program to monitor progress.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Our school's federal, state, and local programs and services are coordinated and integrated to promote the achievement of our schoolwide goals and objectives by providing financial, human, and material resources to help all students to achieve academic and personal success. Additionally, they provide support for the development, facilitation, implementation, and evaluation of our school improvement process. District General Funds are coordinated with Title IA, Title IIA, and Section 31A funding, along with local community resources to: support the annual review of school/student needs and progress data; identify and select research-based instructional strategies to meet the needs of all students, with an emphasis on implementing teaching and learning schoolwide initiatives to support the unique needs of targeted populations and all major sub-groups; coordinate with the Human Resources Department to place highly-qualified teachers and paraprofessionals in classrooms and learning environments; provide high-quality and on-going professional learning experiences for administrators, teachers, Literacy/Numeracy Specialists, and Title I instructional assistants; provide school-based programs and activities to increase parental involvement; provide school readiness programs, breakfast & Free/Reduced lunch nutritional services, and healthy/whole-child school-based initiatives; provide timely and additional assistance to identified students who are having difficulty mastering the common core state standards and college and career readiness learning expectations; and, provide supplemental academic and behavioral support services to identified and eligible students (and their parents) to promote family engagement in the learning process. Care is taken to ensure strict compliance to funding source usage stipulations, and the maintenance of transparent records and documentation regarding expenditures. For our 2015-16 goals, the coordinated resources (programs and services) listed below, support the achievement of these goals and their identified strategies via the following:

-Federal Funds (Title I, Part A, Title II, Part A) are used to hire highly qualified Literacy/Numeracy Specialist (teachers) to provide supplemental timely and additional direct instructional support in the areas of mathematics and literacy (reading & writing) to identified and eligible students in "pull out" and "push in" settings. Funding from these sources is also used to provide ongoing and sustained professional development to teachers, administrators, and support personnel in the areas of mathematics and literacy (reading & writing) instruction and best instructional practices to support the individual learning needs of all students. Additionally, funding from this source provides supplemental supplies, materials, and resources for teaching and learning to support student achievement in the defined goal areas. This includes parent resources for engagement, and summer learning materials for students. Federal funds are used to provide nutrition services (breakfast, free/reduced lunch) to identified and eligible students to support student readiness for academic and social growth learning experiences. Finally, these funds are used to provide parental engagement initiatives to encourage parental involvement in the learning process, and to provide parents access to key components of the teaching and learning curriculum.

-State Funds (31A) are used to provide supplemental direct academic school-day learning opportunities in reading, writing, and math for identified and eligible students. These support services are provided by highly qualified staff via "push in" and "pull out", small group, and individual sessions to identified targeted populations (subgroups), and students who are in danger of not meeting state expectations; and, to provide supplemental materials and resources (supplemental books, and a variety of additional core content teaching and learning manipulatives, and other performance and grade-level instructional materials) to meet the unique learning needs of identified students. Additionally, these funds are used to provide breakfast services and summer school programs for eligible students.

-General Funds are used to cover the general operating costs of providing free and appropriate educational programs and services (academic and personal growth learning experiences) to ALL students enrolled at Sherwood Elementary school. This includes but is not limited to: Infra-structure, salaries, professional development, general supplies and materials, capital outlay, technology and related software, curriculum, transportation and other district/educational support services, and all systemic initiatives involving the planning, implementation, assessment, and evaluation of district-level and individual school building goals.

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-Community Partnerships have been established with local regional educational services agencies, colleges and universities, as well as community support organizations, civic entities, and local volunteer groups to provide in-class and supplemental experiences for all students. These partnerships are continuously being cultivated, evaluated, and re-structured to ensure that we are able to provide a variety of services to meet the individual and unique needs of each and every one of our students. We are continuing our efforts to identify and establish additional partnerships with local colleges and universities, community foundations and organizations, churches, and civic groups that will provide in-kind human and material services and resources to support the overall needs of the school's stakeholders to ensure that each and every child has at least one advocate in the building, and that he/she succeeds in reaching academic and personal growth goals in preparation for the next grade level.

Sherwood Elementary School offers comprehensive academic and personal growth programs and services for our students (and their parents). These services include, but are not limited to:

- Pre-School Program
- Kindergarten Program
- School Nutrition Services
- Transportation
- School Health Services
- General Academic K-2 Program
- Supplemental Academic and Support Services
- Parental Involvement Activities
- Community Partnership and Programs provided via outside entities to children in STCS & Sherwood Elementary

All of these programs and services work in concert to achieve the overarching school improvement goal of success for ALL students. Listed below are the Federal, State, and local programs that are consolidated/coordinated in the schoolwide program , and the funding source that contributes to the integration of these resources to achieve the schoolwide goals.

General Fund

General Staffing

Kindergarten Program

School Nutrition Services

Transportation

School Health Services

Curriculum Supplies & Materials

Office Supplies & Materials

Instructional Resources

School Maintenance Services & General Operations

Technology (Hardware & Software)

Staff Training & Development including principal, teachers, Literacy/Numeracy Specialists, and Title I instructional assistants

Data Analysis (Storage Warehouse, Disaggregation software, teacher review and planning time)

Parent & Community Information (Surveys, Resources, & Interactive Venues)

Preschool & School Readiness Services

Positive Behavior Supports and Student Wellness Programs and Services

Federal Funds

Nutrition Services Fund :

-Free/Reduced Breakfast and Lunch

Title I Part A

Supplemental Instructional Support

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Specific Staff Professional Development including principal, teachers, Literacy/Numeracy Specialists, Title I instructional assistants

Parental Involvement Activities

Title II Part A:

Teacher and Administrator Professional Development

State Funds

Section 31A:

-English Language Learners Tutors

-Data Days - for analyzing student achievement data

-K-2 Summer School

-Free/Reduced Breakfast Program

- Social Work Services

- Instructional Assistants

Other (Local Sources)

Saginaw Foundation (classroom grants)

Saginaw Intermediate School District Support Services and Training

Bay Arenac Intermediate School District Support Services and Training

Partnerships with Saginaw Valley State University (Professional Training, Pre-Service Teachers and Content Tutor Teachers, Research & Best Practice Information)

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Component 1 - Comprehensive Needs Assessment

-31A: Provides substitutes for additional supplemental academic and behavior support personnel to meet for the purposes of reviewing the progress data of identified and eligible students in coordination of services.

-General Funds: Provide substitutes for school improvement team to review school-wide data (achievement, behavior, perception, demographic, process) to inform and guide the review and evaluation of the school improvement plan.

-Title I, Part A: Provides supplemental supplies and materials to implement identified Multi-Tiered System of Support (MTSS) instructional strategies.

-Title II, Part A: Provides substitutes to allow supplemental support staff sustained and on-going professional learning on the implementation of MTSS.

Component 3 - Highly-Qualified Staff

-General Funds: Used to hire Highly-Qualified staff

-Title I, Part A: Used to hire Highly-Qualified Literacy Numeracy specialist teachers and instructional assistants.

Component 4 - Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools

-General Funds: Used to offer a competitive salary and benefits package to teaching staff.

-Title II, Part A: Used to provide a variety of sustained and on-going professional development opportunities throughout the school year for teachers, administrators, and support staff.

Component 5 - High Quality and On-Going Professional Development

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-Title II, Part A: Used to provide a variety of sustained and on-going professional development opportunities throughout the school year for teachers and support staff.

-General Funds: Used to offer district-specific professional development for staff to support systemic and building-level goals.

Component 6 - Parent Involvement

-Title I, Part A: Used to provide assistance to parents in understanding the state's academic content standards, achievement standards, state and local assessments, and how to monitor their child's progress. Also used to provide materials and training to help parents work with their children.

Component 7 - Pre-School Transition Strategies

-General Funds: Used to provide substitutes for kindergarten teachers to participate in the county-wide committee that was formed specifically for the purpose of communicating across the pre-school and school boundaries.

Component 8 - Teacher Participation in Making Assessment Decisions

-General Funds: Building and Academic Teams Data Assessment & RTI/MTSS Collaboration Days

-Title II, A: Teacher & Administrator Training in Data Analysis & Using Data to Drive Instruction

Component 9 - Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

-Title I, Part A: Used to hire highly-qualified Literacy Numeracy specialist teachers and instructional assistants to provide timely and additional direct instructional supplemental support in mathematics to identified students in "pull out" and "push in" settings.

-31A: Used to provide supplemental direct academic instruction in a summer school setting, for out-going kindergarten, first, and second grade students who are identified for additional support. These funds are also used to support "push in" and "pull out" direct academic support services to identified English Language Learners, and to provide supplemental resources (books, core content teaching and learning manipulatives, grade-level instructional materials) to meet the unique learning needs of identified students. Finally, these funds will be used to provide supplemental behavioral and social support for identified students.

Component 10 - Coordination and Integration of Federal, State, and Local Programs and Resources Evaluation

-General Funds: Used to provide substitutes for the leadership team facilitate the review and evaluation by all stakeholders, the level of implementation and effectiveness of school improvement plan goals and initiatives.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Any costs associated with our anti-bullying initiatives are met through our general fund building allocation. Additional monetary support for our positive behavior intervention support (PBIS) is provided by our parent-teacher organization. Our school provides free or reduced-price lunch and breakfast to children who qualify for those services. Our students have access to Head Start programs offered by our local Intermediate School District. Our District provides a preschool program for students with special needs.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

On an annual basis we gather process, perception, achievement, and demographic data, study the data, set measurable goals, create an action plan, implement the plan, and monitor and adjust the plan. We collect input from staff, students and parents through surveys, committee meetings, Title I parent meetings, and informal conversations. We plan to conduct a year-end survey of parents in the 2015-16 school year to gather specific feedback about parent meetings, volunteer opportunities, parent involvement, and other school-related programs and services that occurred during the year.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Sherwood evaluates its school wide program using the results of the state assessments for third grade and benchmark assessments in reading, writing and math. As the new statewide assessments are implemented we will use the results of those assessments. Parental input is received through school improvement committee meetings and parent-teacher organization meetings and surveys.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Our school will examine the achievement gaps on state assessments as provided by Michigan Department of Education.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Our leadership team meets regularly to review and revise implementation of the plan. We collect input from staff, students, and parents and make necessary adjustments to the following year's plan. We analyze student achievement data, school process data, and perception data to evaluate the effectiveness of our program.

2015-16 School Improvement Plan

Overview

Plan Name

2015-16 School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Sherwood students will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$270250
2	All Sherwood students will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$320500
3	All Sherwood students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5800

Goal 1: All Sherwood students will be proficient in math.

Measurable Objective 1:

62% of Second grade students will demonstrate a proficiency on local and state assessments in Mathematics by 06/03/2016 as measured by Aimsweb Winter Math Computation and Math Concepts and Applications for 2nd graders. A further measure will be the state's new spring assessment (M-STEP) for our outgoing 2nd graders as measured in the spring of 3rd grade..

Strategy 1:

Instruction for all Sherwood students - Sherwood's teaching staff will utilize best practices such as analyzing assessment data to drive instruction and aligning curriculum using Math in Focus program materials.

Category:

Research Cited: DuFour, Richard, Eaker, Robert. 1998. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: Solution Tree. School teams should review the results of the collective student achievement, identify problem areas in which student performance did not meet anticipated proficiency levels, and develop plans to address those areas. If teachers can establish and articulate rubrics that provide clear performance targets, the concept of success for every student can be viewed as a legitimate, attainable goal instead of a philosophical rhetoric.

Wiggins, G., McTighe, J. 1998. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development. This publication gives a framework for teaching a clear curriculum and assessing for maximum student learning.

Tier: Tier 1

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level team of teachers will meet once a month (for 2 hours) with the principal and Literacy/Numeracy Specialist to review formative assessments and instructional strategies for Core instruction.	Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$6000	General Fund	Principal

Strategy 2:

Multi-Tiered System of Supports - Sherwood teaching staff will provide instructional support for individuals or small groups during the school day and a summer school opportunity will be available for identified students to improve math skills. Students will be identified for additional support based on teacher recommendation after benchmark assessment data has been gathered.

Category:

Research Cited: Wiggins, G., & McTighe, J. 1998. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development. This publication gives a framework for teaching a clear curriculum and assessing for maximum student learning.

Tier:

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Activity - Literacy/Numeracy Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy/Numeracy Specialist will meet with small groups of identified students for direct instruction 5 days a week for 30 minutes a day, providing academic support for skills and strategies taught in the classroom.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/03/2016	\$180000	Title I Part A	Literacy/Numeracy Specialists
Activity - Math PALS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified for Tier 2 support will receive direct instruction from highly qualified instructional assistants in small groups 3 days a week for 30 minutes each day, using the Math PALS program.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	\$75000	Section 31a	Literacy Numeracy Specialists and Instructional Assistants
Activity - Extended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified for support will be invited to a 2-week summer school program which will be offered as a half-day program in August to help students sharpen their skills before the next school year begins.	Academic Support Program	Tier 2	Implement	09/08/2015	08/26/2016	\$6000	Title I Part A	Summer School Coordinator
Activity - Problem Solving Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biweekly problem solving meetings will be scheduled for teachers to bring forward issues regarding student progress. Intervention effectiveness will be examined by a team of professionals in the building.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	\$1350	Section 31a	Intervention Coordinator

Strategy 3:

Family Engagement to Support Learning - Sherwood staff will seek and implement activities designed to increase parent and community involvement in math education. A committee will be formed and will consist of staff members and parents. The committee will develop recommendations for activities designed to enhance the six types of involvement to improve school climate and student success. (Parenting, Communicating, Volunteering, Learning at Home, Decision-making, Collaborating with the Community)

Category:

Research Cited: Epstein, J. (et al). 2009. School, family, and community partnerships: Your handbook for action. Thousand Oaks, CA: Corwin Press.

Tier:

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Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sherwood will offer a family math night where activities will be modeled and information will be shared to support learning at home. Refreshments will be provided. Parents will receive materials to use with their children at home.	Parent Involvement		Getting Ready	09/08/2015	06/03/2016	\$600	Title I Part A	Parent Involvement Coordinator
Activity - Summer Bridge Activity Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Title I students will be given a Summer Bridge Activity Book for summer math skill practice at home with parent supervision.	Academic Support Program		Implement	09/08/2015	06/03/2016	\$1300	Title I Part A	Title I Literacy/Numeracy Specialist

Goal 2: All Sherwood students will be proficient in reading.

Measurable Objective 1:

77% of Second grade students will demonstrate a proficiency on local and state assessments in Reading by 06/03/2016 as measured by Aimsweb Winter Reading Curriculum Based measure for 2nd graders. A further measure will be the state's new spring assessment (M-STEP) for our outgoing 2nd graders as measured in the spring of 3rd grade..

Strategy 1:

Instruction for All Students - Sherwood's teaching staff will utilize best practices such as analyzing assessment data to drive instruction and aligning curriculum using Reading Street program materials.

Category:

Research Cited: Wiggins, G., McTighe, J. 1998. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development. This publication gives a framework for teaching a clear curriculum and assessing for maximum student learning.

Tier: Tier 1

Activity - 90 Minute Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 classroom teachers will devote a minimum of 90 minutes of daily uninterrupted time for reading instruction. In Kindergarten the reading block may be divided into two sections of uninterrupted time. Core instruction will occur in the reading block and will address the "Big 5" components-alphabetic principle, phonemic awareness, fluency, comprehension, and vocabulary. Teachers will use the adopted core curriculum materials-Reading Street.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	No Funding Required	K-2 Classroom Teachers

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Activity - Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive instructional supports and professional development to enhance our phonics instruction. Teachers will explore Phonics for Reading and Words Their Way.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/03/2016	\$2000	Title II Part A	Principal/Curriculum Director
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A reading consultant will be utilized to help Sherwood Teachers plan guided reading lessons, utilize oral language rubrics and analyze oral reading records to meet the various needs of their class.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$5800	Title II Part A	Principal and Leadership Team

Strategy 2:

Multi-Tiered System of Supports - Sherwood teaching staff will provide instructional support for individuals or small groups during the school day and a summer school opportunity will be available for identified students to improve reading skills. Students will be identified for additional support based on teacher recommendation after benchmark assessment data has been gathered.

Category:

Research Cited: Wiggins, G., & McTighe, J. 1998. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development. This publication gives a framework for teaching a clear curriculum and assessing for maximum student learning.

Tier: Tier 3

Activity - Tier 3 Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy/Numeracy Specialists will meet with small groups of identified students for direct instruction using Leveled Literacy Intervention program 5 days a week for 30 minutes a day, providing academic support for skills and strategies taught in the classroom.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	\$180000	Title I Part A	Literacy/Numeracy Specialists
Activity - Extending Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified for support will be invited to a 2-week summer school program which will be offered as a half-day program in August to help students sharpen their skills before the next school year begins.	Academic Support Program	Tier 2	Implement	08/01/2016	08/26/2016	\$6000	Section 31a	Summer School Coordinator
Activity - Tier 2 Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who are identified for Tier 2 support will receive direct instruction from highly qualified instructional assistants in small groups 3 days a week for 30 minutes each day, using the Reading Street Intervention Kits or Reading PALS.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	\$75000	Section 31a	Literacy/Numeracy Specialists and Instructional Assistants
Activity - Problem Solving Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biweekly problem solving meetings will be scheduled for teachers to bring forward issues regarding student progress. Intervention effectiveness will be examined by a team of professionals in the building.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	\$1400	Section 31a	Intervention Coordinator
Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school social worker's role is to support at-risk students two days per week by meeting with small groups or individuals.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	\$48000	Section 31a	School Social Worker

Strategy 3:

Family Engagement to Support Learning - Sherwood staff will seek and implement activities designed to increase parent and community involvement in math education. A committee will be formed and will consist of staff members and parents. The committee will develop recommendations for activities designed to enhance the six types of involvement to improve school climate and student success. (Parenting, Communication, Volunteering, Learning at Home, Decision-making, Collaborating with the Community)

Category:

Research Cited: Epstein, J. (et al). 2009. School, family, and community partnerships: Your handbook for action. Thousand Oaks, CA: Corwin Press.

Tier:

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sherwood will offer a family reading night where activities will be modeled and information will be shared to support learning at home. Refreshments will be provided. Parents will receive materials to use with their children at home.	Parent Involvement		Getting Ready	09/08/2015	06/03/2016	\$500	Title I Part A	Parent Involvement Coordinator
Activity - Summer Bridge Activity Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Title I students will be given a Summer Bridge Activity Book for summer reading skill practice at home with parent supervision.	Academic Support Program		Implement	09/08/2015	06/03/2016	\$1300	Title I Part A	Literacy/Numeracy Specialist

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Activity - Title I Reading Celebration/Parent Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An end of the year reading celebration will be held for Title I students and their parents to celebrate their reading achievements. At this meeting a survey will be given to parents to determine their satisfaction with the Title I program. new and gently used books, that were previously collected, will be distributed to students at the Title I Reading Celebration. Summer Bridge Activity workbooks will also be distributed at this event. Refreshments will be provided.	Parent Involvement		Implement	03/04/2016	06/03/2016	\$500	Title I Part A	Title I Literacy/Numeracy Specialists and Parent Involvement Coordinator

Goal 3: All Sherwood students will be proficient in writing.

Measurable Objective 1:

collaborate to develop appropriate writing assessment tools by 06/03/2016 as measured by rubric adoption.

Strategy 1:

Professional Learning - Sherwood staff members will receive professional development for oral language assessment tools. A reading consultant will be utilized to help develop a writing rubric.

Category:

Research Cited: Dufour, Richard, Eaker, Robert. 1998. Professional Learning communities at work; Best Practices for Enhancing Student Achievement. Bloomington, IN: Solution Tree. School teams should review the results of the collective student achievement, identify problem areas in which student performance did not meet anticipated proficiency levels, and develop plans to address those areas. If teachers can establish and articulate rubrics that provide clear performance target, the concept of success for every student can be viewed as a legitimate, attainable goal instead of a philosophical rhetoric.

Risley, T. R., & Hart, B. (2006). Promoting early language development. In N. F. Watt, C. Ayoub, R. H. Bradley, J.E. Puma, & W. A. LeBoeuf (Eds.), The crisis in youth mental health: Critical issues and effective programs, Volume 4, Early intervention programs and policies (pp. 83-88). Westport, CT: Praeger.

Tier: Tier 1

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with a consultant to develop and implement appropriate assessment tools.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$5800	Title II Part A	Principal and Leadership Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading Night	Sherwood will offer a family reading night where activities will be modeled and information will be shared to support learning at home. Refreshments will be provided. Parents will receive materials to use with their children at home.	Parent Involvement		Getting Ready	09/08/2015	06/03/2016	\$500	Parent Involvement Coordinator
Tier 3 Support	Literacy/Numeracy Specialists will meet with small groups of identified students for direct instruction using Leveled Literacy Intervention program 5 days a week for 30 minutes a day, providing academic support for skills and strategies taught in the classroom.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	\$180000	Literacy/Numeracy Specialists
Summer Bridge Activity Books	Identified Title I students will be given a Summer Bridge Activity Book for summer reading skill practice at home with parent supervision.	Academic Support Program		Implement	09/08/2015	06/03/2016	\$1300	Literacy/Numeracy Specialist
Family Math Night	Sherwood will offer a family math night where activities will be modeled and information will be shared to support learning at home. Refreshments will be provided. Parents will receive materials to use with their children at home.	Parent Involvement		Getting Ready	09/08/2015	06/03/2016	\$600	Parent Involvement Coordinator
Literacy/Numeracy Specialists	Literacy/Numeracy Specialist will meet with small groups of identified students for direct instruction 5 days a week for 30 minutes a day, providing academic support for skills and strategies taught in the classroom.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/03/2016	\$180000	Literacy/Numeracy Specialists
Extended Learning	Students identified for support will be invited to a 2-week summer school program which will be offered as a half-day program in August to help students sharpen their skills before the next school year begins.	Academic Support Program	Tier 2	Implement	09/08/2015	08/26/2016	\$6000	Summer School Coordinator
Summer Bridge Activity Books	Identified Title I students will be given a Summer Bridge Activity Book for summer math skill practice at home with parent supervision.	Academic Support Program		Implement	09/08/2015	06/03/2016	\$1300	Title I Literacy/Numeracy Specialist

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Title I Reading Celebration/Parent Feedback	An end of the year reading celebration will be held for Title I students and their parents to celebrate their reading achievements. At this meeting a survey will be given to parents to determine their satisfaction with the Title I program. new and gently used books, that were previously collected, will be distributed to students at the Title I Reading Celebration. Summer Bridge Activity workbooks will also be distributed at this event. Refreshments will be provided.	Parent Involvement		Implement	03/04/2016	06/03/2016	\$500	Title I Literacy/Numeracy Specialists and Parent Involvement Coordinator
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving Meetings	Biweekly problem solving meetings will be scheduled for teachers to bring forward issues regarding student progress. Intervention effectiveness will be examined by a team of professionals in the building.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	\$1400	Intervention Coordinator
Tier 2 Support	Students who are identified for Tier 2 support will receive direct instruction from highly qualified instructional assistants in small groups 3 days a week for 30 minutes each day, using the Reading Street Intervention Kits or Reading PALS.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	\$75000	Literacy/Numeracy Specialists and Instructional Assistants
Math PALS	Students who are identified for Tier 2 support will receive direct instruction from highly qualified instructional assistants in small groups 3 days a week for 30 minutes each day, using the Math PALS program.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	\$75000	Literacy Numeracy Specialists and Instructional Assistants
School Social Worker	The school social worker's role is to support at-risk students two days per week by meeting with small groups or individuals.	Academic Support Program	Tier 3	Implement	09/08/2015	06/03/2016	\$48000	School Social Worker
Problem Solving Meetings	Biweekly problem solving meetings will be scheduled for teachers to bring forward issues regarding student progress. Intervention effectiveness will be examined by a team of professionals in the building.	Academic Support Program	Tier 2	Implement	09/08/2015	06/03/2016	\$1350	Intervention Coordinator
Extending Learning	Students identified for support will be invited to a 2-week summer school program which will be offered as a half-day program in August to help students sharpen their skills before the next school year begins.	Academic Support Program	Tier 2	Implement	08/01/2016	08/26/2016	\$6000	Summer School Coordinator

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
90 Minute Reading Block	K-2 classroom teachers will devote a minimum of 90 minutes of daily uninterrupted time for reading instruction. In Kindergarten the reading block may be divided into two sections of uninterrupted time. Core instruction will occur in the reading block and will address the "Big 5" components-alphabetic principle, phonemic awareness, fluency, comprehension, and vocabulary. Teachers will use the adopted core curriculum materials-Reading Street.	Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	K-2 Classroom Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Meetings	Teachers will work with a consultant to develop and implement appropriate assessment tools.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$5800	Principal and Leadership Team
Phonics	Teachers will receive instructional supports and professional development to enhance our phonics instruction. Teachers will explore Phonics for Reading and Words Their Way.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/03/2016	\$2000	Principal/Curriculum Director
Professional Learning	A reading consultant will be utilized to help Sherwood Teachers plan guided reading lessons, utilize oral language rubrics and analyze oral reading records to meet the various needs of their class.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$5800	Principal and Leadership Team

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Meetings	Each grade level team of teachers will meet once a month (for 2 hours) with the principal and Literacy/Numeracy Specialist to review formative assessments and instructional strategies for Core instruction.	Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$6000	Principal