

Sherwood Elementary School

2017–2018 Annual Education Report for 2016–2017 Progress
Mr. Mark Abenth, Principal

Annual Education Report

May 20, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Sherwood Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Mark Abenth for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/VdL848>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as not being given one of these labels.

State law requires that we also report additional information.

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PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students who live within the Sherwood Elementary School district boundaries are assigned to Sherwood Elementary School according to the geographic location of their residence and if they are a Kindergarten, First, or Second grade student. Students from other school districts within the county may also attend Sherwood Elementary School if approved through the Schools of Choice option and are assigned to Sherwood by the district. Students may also be assigned to our building for one of our special education programs

THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

A copy of Sherwood’s School Improvement Plan is available at: <http://www.stcs.org/files/user/43/file/2018-19%20Sherwood%20SIP.pdf> , and a paper copy is available in the school office. The school improvement team is composed of focus groups that meet several times throughout the school year. The purpose of the school improvement team is to develop, review, and evaluate goals, objectives, and strategies for the school improvement plan. The school improvement team facilitates the continuous collection and analysis of data to guide instruction and evaluate progress towards our school improvement goals.

Goal	Getting Started	Implementation	Monitoring
Goal 1: All students will be proficient in Mathematics.			
Strategy: 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.			X

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<p>Strategy: 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</p>		X	
<p>Strategy: 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)</p>		X	
Goal 2: All students will be proficient in Reading			
<p>Strategy: Quality 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.</p>			X

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<p>Strategy: 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.</p>		X	
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<p>Strategy: Family Engagement to Support Learning - Sherwood staff will seek and implement activities designed to increase parent and community involvement in reading 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)</p>		X	
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<p>Goal 3: All Sherwood students will be proficient in writing.</p>			
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<p>Strategy: Timely and Additional Writing Assistance for Students - Staff will provide differentiated instruction, targeted re-teaching, and additional Title I support for students to increase writing skills.</p>	X		
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Strategy: Professional Learning - Sherwood staff members will receive professional development for oral language and the writing process. Training will be comprehensive and ongoing as we transition to a unified writing curriculum.		X	
Strategy: Writing Curriculum Design - The MAISA writing units will be made available for all school teaching and intervention staff. Mentor texts and other needed materials will be allocated as the staff becomes acquainted with the program and the process.		X	
Strategy: Parent/Community Involvement - Parent involvement will be included in all phases of our writing curriculum implementation. Education about not only the curriculum but the writing process in general will be covered.	X		

A BRIEF DESCRIPTION OF OUR SCHOOL

Sherwood Elementary School serves students in Kindergarten through Second Grade. In addition, Sherwood Elementary offers special education programs for students who are eligible for Early Childhood, Autism Spectrum Disorder, or Cognitive Impairment programs.

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CORE CURRICULUM

A copy of our district’s core curriculum may be obtained from the STCS Office of Learning, Curriculum, Instruction, and Assessment. Our core curriculum is fully implemented, and completely aligned to meet the Michigan Department of Education’s adopted learning standards and graduation requirements.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

Due to the young age of Sherwood’s student population, no state tests are administered. AIMSweb+ is administered by classroom teachers in order to identify areas of strengths and weakness and the need for intervention in the areas of literacy and mathematics. Reading Curriculum Based Measurement (RCBM) is a timed reading assessment that measures how many words a student can read on a grade level passage. Math Composition is a timed assessment that measures general computation skills expected in second grade. Math Concepts and Applications is a timed assessment that measures general problem solving skills expected in second grade.

	Spring 2016	Spring 2017
RCBM	58% Proficient	68% Proficient
Math Composition	86.7% Proficient	88.6% Proficient
Math Concepts and Applications	86% Proficient	83.4% Proficient

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PARENT–TEACHER CONFERENCES

Sherwood Elementary’s parent teacher conference attendance rate for the 2015-16 school year was 93% and for the 2016-17 school year was 91%

Sherwood Elementary teachers and supporting staff members are to be congratulated for their dedication and success in helping all students make academic progress. Through their collaborative efforts, Sherwood teachers are developing expertise in targeted instruction. As a Schoolwide Title I building, we are committed to utilizing our resources to best meet the needs of all of our students.

Respectfully,

Mark Abenth Principal