



# School Improvement Plan Sherwood Forest Elementary 2022-23

## *Bellevue School District Vision*

*To affirm and inspire each and every student to learn and thrive as creators of their future world.*

### **What is unique about Sherwood Forest elementary?**

- Sherwood Forest elementary is focused on inspiring our students to believe in themselves, nurture a positive self-identity, cherish diversity, seek meaningful learning, work collaboratively with others, and meet/exceed academic expectations. Sherwood Forest is a Spanish Two Way Dual Language school; the dual language model values the concept of additive bilingualism, in which students have the opportunity to acquire a second language without the replacement of their home language and culture. Sherwood Forest embraces the three tenets of dual language education, including bilingualism and biliteracy, high academic achievement in two languages, and sociocultural competence. Sherwood Forest is committed to advocacy and leadership for equitable dual language programming as a research-based effective method of meeting the diverse needs of bilingual learners. Sherwood Forest supports and actively seeks continued enrichment of culturally relevant instructional practices specific to bilingual learners. In practicing a view of holistic bilingualism, Sherwood Forest recognizes that the trajectory of a bilingual student is not the same as that of a monolingual English student and requires the selection and use of assessment and accountability measures that are authentic to the program language and holistic in nature.
- We also house one of the Bellevue School District's special education centers called PACIFIC. The PACIFIC program is designed to meet the educational needs of students who have significant developmental and intellectual disabilities. Using evidence-based practices, the goal is to provide instruction in functional skills, opportunities for application, and support to maximize independence and enhance students' opportunities to achieve their full potential and to live as independently as possible as contributing members of society. The program is designed to provide specially-designed instruction to target goals and objectives in the specific qualifying areas as described in each student's special education evaluation.
- Sherwood Forest staff believes in culturally responsive instruction, in both academics and social emotional learning. Our goal is to create a learning environment where students have a positive self-identity, feel safe, and are thriving learners. To create a welcoming learning environment, we are committed to increasing our racial consciousness and being anti-racist. We are focusing on socially just curriculum and pedagogy. The staff have an unwavering belief in each student. Additionally, we are committed to collaborating with all staff, students, and families to support each and every child.
- Sherwood Forest is supported by a vibrant community. We have strong partnerships with families and neighborhood organizations. We have a Racial Equity and Inclusion Team and an active Parent Teacher Association (PTA) which includes staff, parents, and community members. These teams work to provide more opportunities for meaningful engagement with our school. One of the goals of the Racial Equity and Inclusion team is to explore, analyze, and encourage family empowerment in school decision-making.



*See Appendix for School Profile*

## Affirm and Inspire

### Student Well-Being

**Strategic Plan Student Well-Being Goal:** Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

#### Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

#### Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	54% (178)	71% (149)	72% (157)	75% (134)			
Asian	56% (31)	65% (22)	71% (31)	69%			
Black	*	*	59% (11)	75%			
Hispanic	57% (55)	73% (51)	71% (67)	75%			
Multi-ethnic	39% (17)	76% (14)	80% (5)	*			
White	53% (42)	69% (50)	77% (41)	79%			
Students with Disabilities	61% (10)	70% (11)	67% (14)	79%			
English Learners	49% (45)	73% (40)	67% (61)	72%			
Low Income	53% (89)	69% (69)	67% (80)	72%			

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

#### Data Reflection

Between 2017 and 2019, Sherwood Forest saw some of the greatest gains in student sense of belonging in the district: overall, students reporting a sense of belonging grew from 54% to 71%. We have managed to sustain these gains over time, and are particularly proud of our most recent improvements with students identified as Black and students with disabilities. We attribute these results to 1.) being back in-building and feeling a sense of normalcy after years of continued disruption, and 2.) our efforts to build layers of belonging over time through school-wide events, PBIS supports, authentic relationship-building with students and families, the use of culturally responsive texts, and dedicated morning SEL time. Also instrumental to these continued successes is a robust, empowered counseling staff who actively seek to build relationships with students and heal trauma.

#### Key Strategies / Adjustments

- **Daily Social Emotional Learning Time** – Every classroom is continuing to implement a daily SEL block during the first 30 minutes of the day. This time is focused on building a sense of community, revisiting school-wide

and classrooms expectations (as needed) and developing social and emotional learning. A specific emphasis this year is problem-solving on the playground.
<ul style="list-style-type: none"> <li>• <b>Strong PBIS Start &amp; Puma Prowls</b> – This year, have refined and are implementing a PBIS “First 20 days” of lessons to foster a sense of positive community at Sherwood Forest. We have also restarted our “Puma Prowl,” where students come together to learn from classified staff the positive expectations for different parts of the building (ex. cafeteria, playground, restrooms).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Culturally &amp; Linguistically Responsive Instruction</b> – We continue to plan and teach lessons and units in literacy and social studies that are culturally responsive and inclusive. This year, we are also implementing linguistically inclusive language development practices in subjects such as math (Mathematical Language Routines)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Co-Teacher Support (New)</b> – Our 3 co-teachers are each paired with a couple of grade levels, where they partner with teachers to identify and support individual students who have additional academic and social and/or emotional needs.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Whole-school community-building/PBIS activities (New)</b> – regular assemblies tied to the virtue of the month, “Student of the week” awards, regular positive letters home from the principal, friendly attendance reminders (“we missed you...”/“you’re on a winning streak!”), extra Friday recess awards, shared “Golden Paw” mural</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Personal racial equity development (New)</b> – several staff members have done personal equity work/reflection around hypervisibility of BIPOC boys – we will engage the Building Leadership and REI teams to continue this work.</li> </ul>

### Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

#### Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=161)	Spring 2021 (n=120)	Fall 2021 (n=154)	Spring 2022 (n=142)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	68%	73%	71%	70%			
Social Awareness	69%	68%	73%	69%			
Self-Efficacy	53%	57%	60%	54%			
Emotional Regulation	48%	53%	51%	47%			

#### Data Reflection

Given the traumas of the pandemic – including several losses of family members/caregivers in several of our classrooms - and the difficulties of returning to in-person learning full-time, it is not surprising that our numbers in each of these subcategories went down. As a building, we pride ourselves on our strong commitment to SEL; in

addition to the key strategies outlined below, we intend to 1.) revisit the timing of the Spring panorama assessment, so that it falls at the beginning, rather than the middle, of the busy testing window, and 2.) lengthen the “runway” to Panorama by exposing students to the concepts in the survey well in advance of the survey window. We believe that this will help focus students on their abilities over time, and not how they are feeling about individual items at the moment they take the test. 3)Building confidence as computer users from grades 1 to 2, so students feel more relaxed about online testing.

#### Key Strategies / Adjustment

- **Daily Social Emotional Learning Time** – Every classroom is implementing a daily SEL block during the first 30 minutes of the day. This time is focused on building a sense of community, revisiting school-wide and classrooms expectations (as needed) and developing social and emotional learning. A specific emphasis this year is problem-solving on the playground.
- **Social Emotional Learning (SEL) Curriculum** – Every classroom continuing to implement SEL curriculum. In the primary grades (pre-school to second grade) we are using Second Step and Kelso’s Choices. In the intermediate grades (third to fifth grade) we are using RULER, which is based on the Collaborative for Academic and Social Emotional Learning (CASEL) competencies.
- **Culturally & Linguistically Responsive Instruction** – We are planning and teaching lessons and units in literacy and social studies that are culturally responsive and inclusive. We are also implementing linguistically inclusive language development practices in subjects such as math.
- **Co-Teacher Support** – We are continuing to use our co-teacher investment to identify and support individual students who have additional academic and social and/or emotional needs. This year, regularly scheduled meetings of this group and our facilitator team will be used to align supports with data.
- **MHAT Pilot (New)** – This year, we are partnering with our district MHAT team to bring enhanced identification and counseling supports to Tier 2 fourth/fifth graders

# Learn and Thrive

## Academic Success

**Strategic Plan Academic Success Goal:** Students achieve high levels of academic success and outcomes are not predicted by race or income.

### Academic Success Priority: Literacy

Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

#### English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy, and making typical or high growth in literacy from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Reading Proficiency and Growth					
	Star Reading % Proficient			Star Reading % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	41% (184)	49% (152)		60% (178)	74% (142)	
Asian	56% (32)	84% (25)		53% (32)	87% (23)	
Black	25% (12)	27% (11)		58% (12)	*	
Hispanic	18% (74)	26% (66)		57% (69)	76% (63)	
Multi-Ethnic	55% (11)	*		73% (11)	*	
White	64% (53)	68% (41)		67% (52)	61% (38)	
Low Income	16% (90)	22% (78)		57% (86)	74% (76)	
English Learner	3% (64)	4% (56)		55% (60)	68% (50)	
Students with Disabilities	0% (13)	8% (13)		42% (12)	46% (13)	
Female	43% (93)	51% (74)		63% (88)	74% (68)	
Male	38% (91)	46% (78)		58% (90)	74% (74)	
Advanced Learning	96% (25)	96% (25)		64% (25)	88% (25)	
Traditional	32% (159)	39% (127)		59% (153)	71% (117)	
Grade 3	41% (68)	57% (46)		60% (67)	74% (43)	
Grade 4	41% (54)	41% (56)		55% (53)	80% (50)	
Grade 5	40% (62)	50% (50)		66% (58)	67% (49)	

#### Data Reflection

##### LITERACY DATA REFLECTIONS

Our data indicate we have lots of opportunity for growth and learning. While we are proud of the modest improvements in overall reading proficiency and are very proud of the typical/high growth gains we made across subgroups (with the exception of White students), there is still growth to do: only half the school overall was proficient on Star – and this rate was far lower for our traditional marginalized students: Black, Hispanic, Low Income, and Students with Disabilities. These subgroup's *growth* was impressive and can be traced to several sources: culturally & linguistically responsive instruction, an emphasis on text-first planning strategies, and extensive &

targeted LAP, MLL, and co-teacher support. Doubling down on these efforts and continuing the momentum of this growth is a priority for us – with the ultimate goal of more of this cohort of students to full proficiency.

Contributing factors:

**Insufficient Level of Rigor in ELA Instruction** – deep, critical engagement with authentic texts is crucial for growing reading comprehension. While we have made efforts as a staff to deeply study texts and plan for modelling/turn & talk opportunities that push students to engage with different comprehension strategies (inference-making, determine main idea, summarizing, asking questions, etc.), we need to engage in this work more deeply.

**Over-Scaffolding & Dependent Learning** – In addition to insufficient rigor, our hypothesis for our low proficiency rate for ELL students in particular is that we are over-scaffolding challenging tasks or texts for students, which is resulting in more dependent learners – learners who are successful in answering assessment questions when they are presented in a specific way or guided with prompts, however, are challenged by assessment problems that are presented in novel ways and/or demand clear demonstration of deep conceptual understanding.

### Key Strategies

- **Increase the Level of Rigor in ELA Instruction** – Data indicate a need to focus on tier 1 instruction. We continue to build on our strengths around culturally responsive texts and instruction as well as language acquisition strategies such as GLAD (Guided Language Acquisition Design) by focusing as a whole staff on ensuring rigorous text complexity and instruction that matches grade level standards without over-scaffolding. This year, we plan to use EDPD opportunities, we plan to continue enacting text-first planning to ensure high-quality shared reading that provides rigor and access to culturally competent texts, leveraging (and expanding) our K-5 culturally responsive classroom libraries.
- **Ongoing PD (New)** – A cohort of teachers in our building are committed to ongoing LETRS professional development throughout the year; additionally, we have committed to faithful implementation of Heggerty in monolingual K-2 classrooms to improve phonemic awareness.
- **Cycles of Improvement & MTSS in PLCs** – Teachers, coteachers, LAP, and MLL facilitators are collaboratively using cycles of improvement to progress monitor student learning as a result of improved core instruction and intervention. Literacy data is disaggregated by subgroups to identify inequities, improve instruction, and inform instructional next steps based on student needs.
- **Tutoring (New)** – We will partner with the district to explore tutoring – both in-person and online (Cognition) – for specific cohorts in our building, targeting students far below proficiency as well as students bordering proficiency.
- **Culturally & Linguistically Responsive Instruction** – We are planning and teaching lessons and units in literacy and social studies that are culturally responsive and inclusive. We are also implementing linguistically inclusive language development practices in all subject areas, for example, Guided Language Acquisition Design (GLAD) strategies. This year, EDPD will support newer staff with acquiring and implementing such strategies. Furthermore, partnering with families to work together to support student literacy development. Mutually sharing resources and strategies to engage students in reading.

### Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

### Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Math Proficiency and Growth (English and Spanish combined)
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	Star Math % Proficient			Star Math % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020- Spring 2021	Fall 2021- Spring 2022	Fall 2022- Spring 2023
<b>All</b>	<b>28% (165)</b>	<b>36% (153)</b>		<b>49% (131)</b>	<b>68% (137)</b>	
Asian	44% (32)	60% (25)		42% (26)	71% (24)	
Black	18% (11)	17% (12)		*	55% (11)	
Hispanic	10% (59)	21% (66)		54% (41)	65% (57)	
Multi-Ethnic	73% (11)	*		73% (11)	*	
White	30% (50)	46% (41)		45% (42)	76% (37)	
Low Income	7% (76)	16% (79)		45% (55)	58% (73)	
English Learners	6% (53)	5% (56)		58% (33)	51% (49)	
Students with Disabilities	9% (11)	7% (15)		*	38% (13)	
Female	27% (79)	34% (77)		48% (62)	63% (68)	
Male	29% (86)	38% (76)		49% (69)	72% (69)	
Advanced Learning	81% (21)	88% (25)		48% (21)	87% (23)	
Traditional	20% (144)	26% (128)		49% (110)	64% (114)	
Grade 3	42% (62)	33% (49)		44% (54)	50% (42)	
Grade 4	26% (43)	32% (56)		54% (37)	76% (49)	
Grade 5	15% (60)	44% (48)		50% (40)	76% (46)	

## Data Reflection

### MATH DATA REFLECTIONS

Our data indicate we have lots of opportunity for growth and learning. We are proud of modest gains in proficiency overall, though these gains were not distributed equally across subgroups: students identified as Black, Hispanic, English Learner, and Students with Disabilities all slid backward. A plurality of these groups made high levels of growth, though data is unavailable for some critical, traditionally marginalized subgroups: Black, multi-ethnic, and Students with Disabilities.

Contributing factors:

**New curriculum** – Last year was an experimental-use year for our new math curriculum, Illustrative Mathematics. There were many challenges, including late/unavailable Spanish translation, delayed manipulative shipments, difficulty securing student workbooks in a timely manner, unrealistic pacing calendars, and beginning-of-year professional development that did not reveal the full extent of the many resources in the curriculum/speak deeply to the intentionality behind its design. One year of experience and professional development have solved many of these issues.

**Insufficient Level of Rigor** – Subgroup data highlights our challenges across multiple subgroups – likely a result of insufficient rigor in instruction and alignment to standards across the board.

**Lack of an official adaptive math program** – in the past, we have had great successes with computer-based adaptive math programs; these programs assist with both intervention and extension, at school and at home

**Over-Scaffolding & Dependent Learning** – In addition to insufficient rigor, our hypothesis for our low proficiency rates is that we are over-scaffolding challenging tasks for students, which is resulting in more dependent learners – learners who are successful in answering assessment questions when they are presented in a specific way or guided with prompts, however, are challenged by assessment problems that are presented in novel way and/or demand clear demonstration of deep conceptual understanding. Our multi-lingual learners add another layer: WIDA data indicates that students need more structured opportunities to handle mathematical language and concepts through speaking and writing.

## Key Strategies

- **Continue to implement Illustrative Mathematics Curriculum** – Collaboratively analyze, plan, and implement the new math curriculum. This new curriculum includes culturally responsive questioning and instructional strategies to support language learners embedded within the lesson. Furthermore, the new curriculum focuses on students explaining and showing their rationalizations. Additionally, the curriculum is aligned to the content and *rigor* of the Common Core Standards.
- **Tutoring (New)** – We will partner with the district to explore tutoring – both in-person and online (Cognition) – for specific cohorts in our building, targeting students far below proficiency as well as students bordering proficiency.
- **Staff PD (New)** – our district-directed professional development arch this year focusing on math and analyzing student assessments for growth; additionally, we have identified a classroom teacher as a Math Lead, to receive extra PD/coaching to serve as a PD co-facilitator and source of expertise within the building.
- **Enhanced PLCs (New)** – This year, all grade levels are meeting for math PLCs a minimum of once per month (approximately one meeting per math unit). We have implemented a building-wide expectation that teachers deliver a pre-unit assessment prior to the meeting; during each meeting, teachers will use a protocol developed in partnership with ANet that focuses planning efforts on identifying incomplete prerequisite knowledge and opportunities for extension/differentiation; additionally, teachers will use this time to take the end-of-unit assessment and use this experience to guide backwards planning
- **Professional development for PLC facilitators (New)** – the above-mentioned PLCs each have a facilitator who receives ongoing training and collaborative learning opportunity in partnership with ANet to ensure that use of time is efficient and focused on actionable items to benefit student learning.
- **Continued PD and walkthroughs focused on Mathematical Language Routines (New)** – enhancing the quantity and quality of mathematical conversation and writing is a priority for us – not only does this deepen conceptual understanding, but gives students structured, high-quality opportunities for language outputs (speaking, writing). Our WIDA score distribution indicates that these opportunities are crucial for student growth.



## Family Engagement

**Strategic Plan Family Engagement Goal:** Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

### Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

#### Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	66% (143)	70% (137)		72% (143)	74% (137)		70% (143)	67% (137)	
Asian	65% (29)	67% (27)		73% (29)	73% (27)		69% (29)	59% (27)	
Black	*	83% (7)		*	87% (7)		*	62% (7)	
Hispanic	73% (52)	76% (59)		78% (52)	81% (59)		70% (52)	78% (59)	
Multi-ethnic	60% (13)	*		69% (13)	*		77% (13)	*	
White	58% (40)	55% (38)		63% (39)	56% (37)		64% (40)	54% (38)	
Students with Disabilities	48% (14)	76% (14)		47% (14)	90% (14)		57% (14)	86% (14)	
English Learners	73% (41)	86% (54)		83% (40)	92% (54)		77% (41)	82% (54)	
Low Income	71% (53)	84% (59)		78% (52)	85% (59)		76% (53)	81% (59)	

## Data Reflection

We saw very modest increases in 2/3 categories (supported and informed) and a slight decrease in the empowered category – overall, approximately two-thirds to three-quarters of our families report feeling supported, informed, and empowered. We are proud of the fact that we held relatively steady during a year with lots of shifting health guidance, rules and regulations. There are many bright spots when these numbers are disaggregated by subgroup: there were particularly large gains among students with disabilities and English Language Learners. Given the population our school serves and the center programs we house, these are two data points of which we are very proud. We believe that a lot of these gains are owed to being back in-building and having the opportunity to engage face-face with teachers and staff: a lot of information at our school is exchanged this way, particularly among families who have children in our PACIFIC program.

Despite these modest gains, we still have growth to make: there are disparities across subgroups, and even where we had growth, we have between one-quarter and one-third of specific subgroups reporting dissatisfaction in different categories. We notice declines with families of students identified as White (all categories) and Asian (“Empowered”) – engaging our REI team in root-cause analysis is a major next step for the team.

## Key Strategies / Adjustment

- **Listening Circles** – Last year, we conducted 3 family listening circles with our Special Education Families to better understand what’s working and what we can improve – this year, we need to maintain these relationships moving forward so we continue to inform, support, and empower this population.
- **Improve Communication to Inform** – We will continue to improve building communication to families; as a system, we are committed to doing a better job with translation, communicating the meaning behind the jargon to stakeholders, etc. This year, admin were trained on how to update the school website – we will be using this as a primary communication method moving forward.
- **Maintain Teacher/Family Connections** – Building on what worked last year, we want to maintain pandemic-era heightened levels of communication with families. This includes conventional means (paper, TEAMS communication, email, etc.) as well as newer channels (Seesaw). The goal is to strengthen two-way, flexible communication channels with families. This year, we intend to routinely survey our parents to identify volunteer opportunities in the building.
- **Return to in-person conferences, curriculum nights, family meetings, and volunteer opportunities (New)** – Encourage a sense of community ownership of our building as a hub for support and information. We are excited to offer several robust PTA-planned events with more robust attendance this year.
- **Engage REI team to look closely at subgroup data (New)**, with an eye towards identifying & extending successes (e.g., English Language Learners, Students with Disabilities, students identified as Black) and identifying causes for declines (White, Asian).

# Creators of Their Future World

**Strategic Plan Goal:** Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and act for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force<sup>1</sup>, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

## Global Competencies

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

## Priority Global Competency Targets

We intend to focus on all four global competencies in our building this year, with a particular emphasis on recognizing other's perspectives and communicating ideas effectively with diverse audiences; targeting the former competency will allow us to leverage existing SEL work in our building and targeting the latter will tie into our building's goal of increasing structured opportunities for "output" – specifically speaking and writing opportunities (our WIDA data indicate that this is an area of need for our MLL population).

## Key Strategies / Adjustment

- **Dual Language School** – as a Spanish Dual Language school, we continue to uphold the pillars of bilingualism, biliteracy, and biculturalism.
- **Explicit focus on global competency in building PD (New)** – Naming existing work in the building with the language of the global competencies and analyzing curriculum in the various subject areas through the lens of global competency, with an eye towards activities that are under-aligned with the various competencies and using PLCs as an opportunity to extend/enhance.
- **Continue our PD focus on mathematical language routines (New)**, with the aim of increasing opportunities for articulating mathematical reasoning and justifying one's thinking in the context of real-world examples
- **Use building-wide morning SEL lessons as an opportunity to enact the global competencies (New)** – Continue to investigate the global competencies in building PD and promote the vocabulary in student-facing SEL lessons, so that students are able to connect the competencies to the perspective-taking and communication skills they learn during this building-wide instructional time
- **Continued emphasis on heritage months (New)** – as a building, we will promote and use heritage months as an opportunity to incorporate the language of the global competencies into daily instruction

<sup>1</sup> Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

- **Engage the PBIS team in the work of global competency (New)** – identify opportunities to empower students to do this work at the building level (green team, 4<sup>th</sup> grade salmon unit, building beautification, student mentorship opportunities, etc.).

## School Overview

Sherwood Forest is a Spanish Dual Language and PACIFIC program school serving approximately 375 students. Our vision is to affirm and inspire each and every student to learn and thrive as creators of their future world. We are committed to collaboration with students, families, staff, and the community to meet the needs of each and every student.

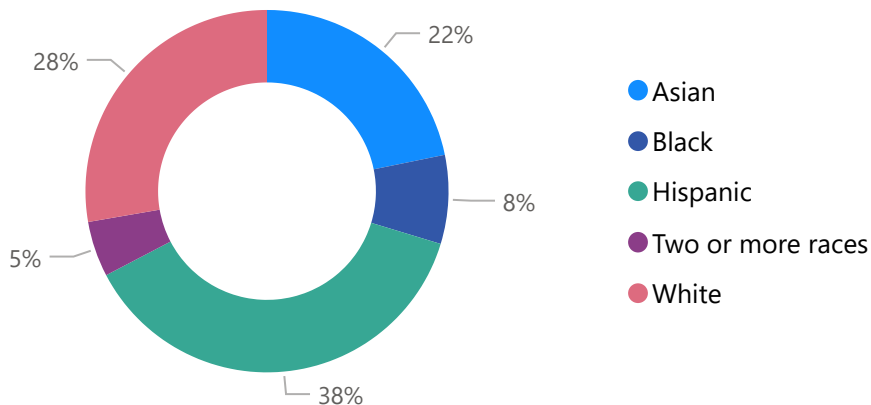
16411 NE 24th St  
Bellevue, WA 98008

<http://www.bsd405.org/sherwoodforest>  
425-456-5700  
Estella Weigand

## Programs Offered

Pacific (special education), Spanish Dual Language, Preschool special education

## Racial Diversity



## School & Student Characteristics <sup>1</sup>

Sherwood Forest Elementary School   District Elementary Averag <sup>2</sup>

Enrollment (10/1/2021)	374	435
Average Attendance Rate	91%	93%
Eligible for Free/Reduced Price Meals	44%	17%
Receiving Special Education Services	16%	8%
English Language Learners	42%	25%
First Language Other Than English	53%	44%
Mobility Rate <sup>3</sup>	18%	16%

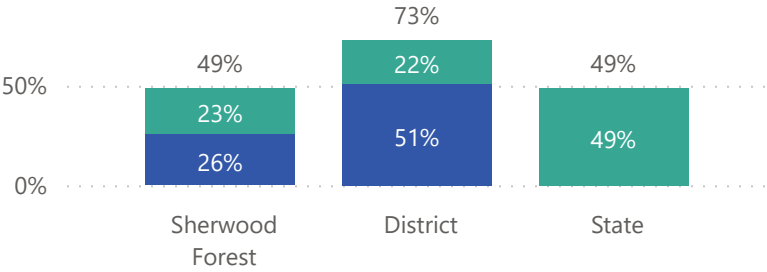
# Summary of Student Achievement

## State Assessment Results for Grades 3-5 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

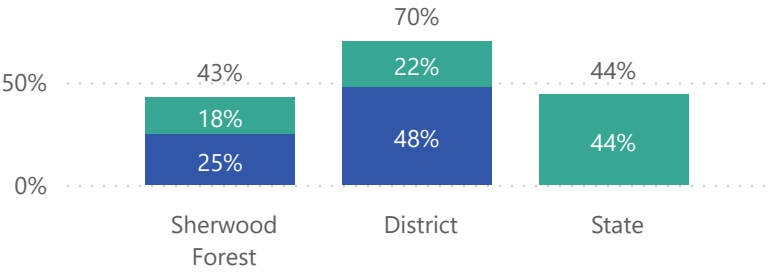
### SBA: English Language Arts

● Exceeds Standards ● Meets Standards



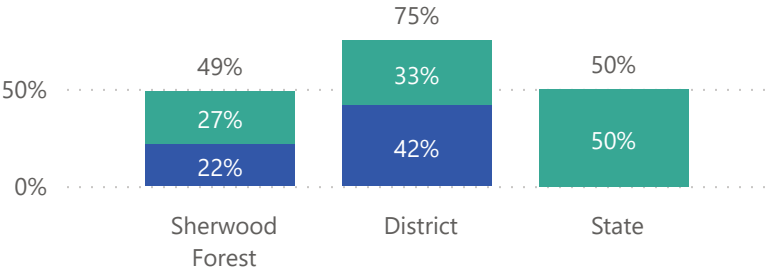
### SBA: Math

● Exceeds Standards ● Meets Standards



### WCAS: Science

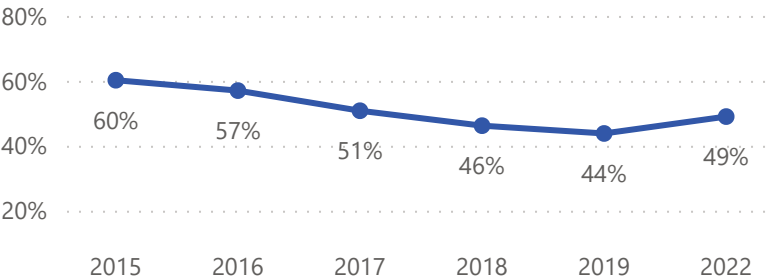
● Exceeds Standards ● Meets Standards



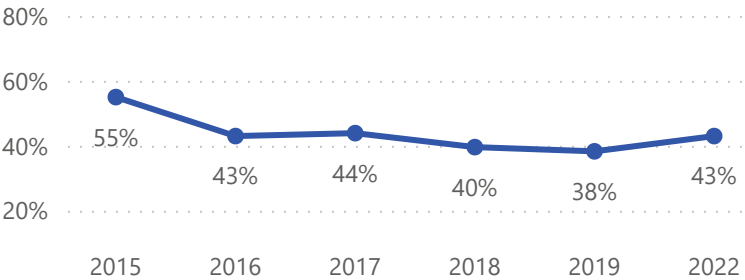
## State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

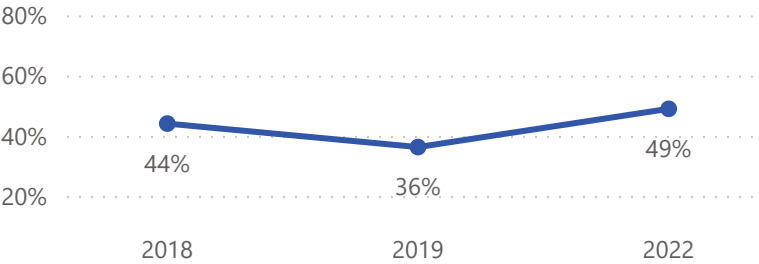
### SBA: English Language Arts



### SBA: Math



### WCAS: Science



## Glossary

### Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see [www.k12.wa.us/assessment/StateTesting/default.aspx](http://www.k12.wa.us/assessment/StateTesting/default.aspx).

### Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see [www.k12.wa.us/assessment/StateTesting/default.aspx](http://www.k12.wa.us/assessment/StateTesting/default.aspx).

### Special Education Services

**Neighborhood schools provide a continuum of special education services.**

**We provide specialty centers as well:**

- \* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
- \* **Evergreen** program to serve young adults (ages 18-21) with disabilities.
- \* **Olympic** program to support students on the autism spectrum.
- \* **Pacific** program for students with significant developmental and intellectual disabilities.
- \* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

## End Notes

### 1 School and Student Characteristics

Data are from October 1, 2021 unless otherwise specified.

### 2 District Average

The district averages displayed here are the averages for district elementary schools.

### 3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

### 4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."