

# Sherwood Forest Elementary

## SCHOOL IMPROVEMENT PLAN



2019 - 2020

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SCHOOL PRINCIPAL: Danelle Edwards



*The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.*

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

# Sherwood Forest Elementary

## 2019-2020 School Improvement Plan

At Sherwood Forest we are committed to affirm and inspire each and every student to learn and thrive as creators of their future world.

Our work in serving every student, every day in every classroom is grounded in an idea of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication · 5
- Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details to share the current focus at Sherwood Forest, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

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**Mostramos orgullo puma! We show Puma Pride!**

- Persistent (Persistente) in our pursuit of student achievement,**
  - Respectful (Respetuoso) of our diverse backgrounds,**
  - Innovative (Innovador) in facilitating a rigorous and relevant learning environment,**
  - Dedicated (Dedicado) to collaboration and inclusivity, and**
  - Equitable (Equitativo) in how we serve our students, our community, and our staff.**
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## SCHOOL BACKGROUND

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### Instructional Program Overview

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 that includes classes taught using a 90/10 language allocation model. 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. Specially-designed instruction addresses the development of skills in the areas of functional academics, adaptive, behavior, social skills, pre-vocational and independent living. Related services are provided for students who qualify in the areas of motor (OT/PT) and communication (SLP), and vision and hearing.

Every staff member holds high expectations for each student at Sherwood Forest elementary and deeply cares about their success. The building level professional development is focusing on enhancing our racial consciousness to support student development and maintenance of a positive self-identity. Teacher teams meet regularly focusing on instructional practices that increase student success. In addition to rigorous common curriculum supplemented by teachers, students participate in weekly computer science classes. Furthermore, the 49% of our students who speak a first language other than English have access to additional supports in English language acquisition.

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 using positive behavior intervention supports and trauma informed practices. The staff has an unwavering belief in each student and that each student is capable of learning at high rates. This means we believe regardless of circumstances any and every child can attend and succeed in post-high school learning of their choice. 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 an Equity and Inclusion Team, an Action Team for Partnership (ATP) and Parent Teacher Association (PTA) which includes staff, parents, and community members. All three teams work to provide more opportunities for meaningful engagement with our school. One of the goals of the Equity and Inclusion team is to explore, analyze, and encourage family empowerment in school decisions. Additionally, we provide before/after school care through the Bellevue School District Early Learning Program.



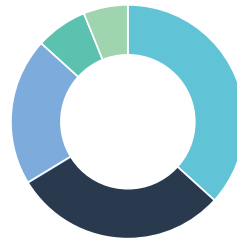
## School Overview

Sherwood Forest is a Spanish Dual Language and PACIFIC program school serving approximately 400 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.

## Programs Offered

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

## Racial Diversity



- 20% Asian
- 6% Black
- 36% Hispanic
- 7% Two or more races
- 29% White
- N/A Native American
- N/A Pacific Islander

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

	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	402	496
National Board Certified Teachers	25%	28%
Eligible for Free/Reduced Price Meals	48%	18%
Receiving Special Education Services	13%	6%
English Language Learners	38%	24%
First Language Other Than English	51%	42%
Mobility Rate <sup>3</sup>	14%	14%

## Attendance & Discipline

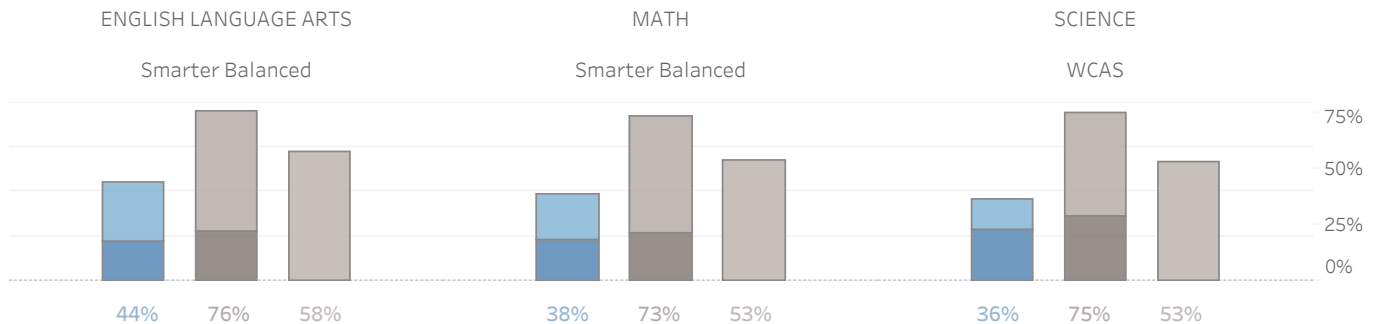
	SCHOOL	DISTRICT
Average Attendance Rate	95%	95%
Students with < 10 Absences Per Year	69%	72%
Students with 18+ Absences Per Year	10%	7%
Suspension Rate <sup>4</sup>	2.0%	0.6%

## Summary of Student Achievement

- Exceeds Standards
- Meets Standards
- SCHOOL
- DISTRICT
- STATE <sup>5</sup>

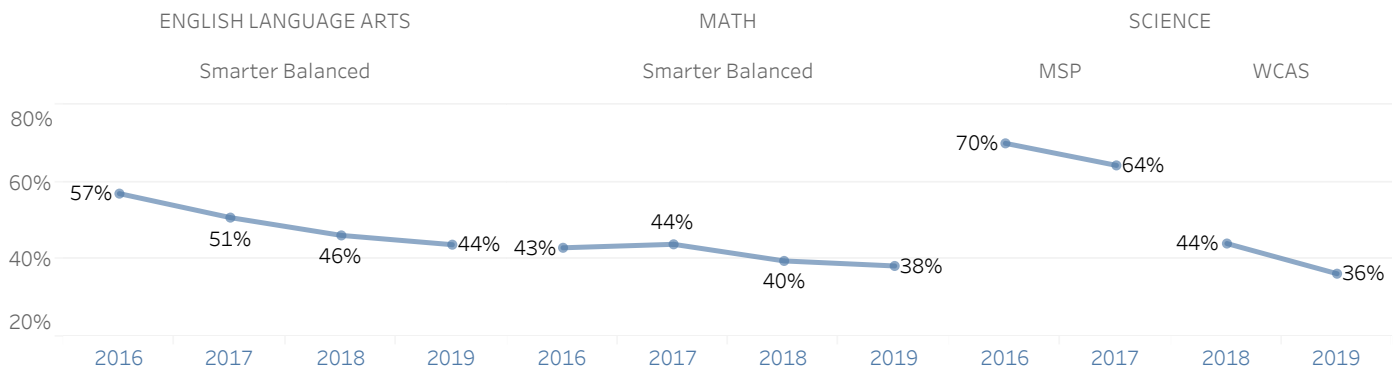
### State Assessment Results for Grades 3-5 (Spring 2019)

Percentage of Students Meeting /Exceeding Standards



### State Assessment Results for Grades 3-5 in the Last Four Years

Percentage of Students Meeting Standards



## Glossary

### National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

### Science Assessments - WCAS/MSP

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 replaces the WA State MSP science assessment. 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, 2018 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 Suspension Rate**  
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**  
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

## WELL-ROUNDED EDUCATION

### School Goals & Key Strategies

Sherwood Forest provides opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at Sherwood Forest provide the foundation for our academic program and conditions for student learning. With the use of instructional coaches, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students that need assistance. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development through our office of multilingual services, special education, learning assistance program and Title I department. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

### High Quality Instruction

### Spanish Language Arts (SLA) & English Language Arts (ELA)

#### Student Outcome SMART Goals for SLA:

- At least 80% of our 3<sup>rd</sup> through 5<sup>th</sup> grade dual language students will meet standards in SLA as measured by the Evaluación del desarrollo de la lectura “ (EDL2) assessment, while meeting the goals noted below by subgroups.

The table below shows Sherwood Forest’s goal and growth towards all sub groups meeting SLA proficiency. We continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system.

**Spanish Language Arts: Proficiency Rates and Goals: Grade 3-5**

Group	2018	2019		2020
	Actual	Target	Actual	Target
All students:	70%	75%	73%	80%
Native Spanish Speakers:	69%	74%	70%	77%
ELL:	63%	68%	63%	69%
Non-ELL:	79%	84%	81%	89%

#### Student Outcome SMART Goals for ELA:

- At least 50% of Class of 2029 (current 3rd graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 56% in 2019 to 46% in 2020.



The tables below show Sherwood Forest’s goal and growth towards all sub groups meeting ELA proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. Boxes that are highlighted in yellow indicate areas where Sherwood Forest met its sub group goals. While we celebrate growth, we continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

**English Language Arts: SBA Proficiency Rates and Goals: Grade 3\***

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	52%	56%	44%	50%
Asian	70%	72%	55%	59%
Black	*	*	*	*
Hispanic	40%	46%	23%	31%
Two or More Races	*	*	*	*
White	53%	57%	55%	59%
Eligible for Free/Reduced Price Meals	31%	38%	36%	43%
Students with Disabilities	*	*	33%	40%
English Language Learners	18%	26%	21%	30%

\*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

**English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5**

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	47%	52%	44%	50%
Asian	70%	72%	68%	71%
Black	26%	33%	50%	55%
Hispanic	33%	39%	21%	30%
Two or More Races	53%	57%	43%	49%
White	54%	58%	52%	57%
Eligible for Free/Reduced Price Meals	30%	37%	30%	38%
Students with Disabilities	22%	30%	22%	31%
English Language Learners	13%	22%	12%	22%

## Mathematics

**Student Outcome SMART Goals:**

- At least 49% of Class of 2029 (current 3rd graders) will meet state standards in MATH, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 44% in 2019 to 33% in 2020.

The tables below show Sherwood Forest’s goal and growth towards all sub groups meeting MATH proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. Boxes that are highlighted in yellow indicate areas where Sherwood Forest met its sub group goals. While we celebrate growth in many areas, we continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

**Math: SBA Proficiency Rates and Goals: Grade 3\***

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	43%	48%	43%	49%
Asian	60%	63%	40%	46%
Black	*	*	*	*
Hispanic	30%	37%	36%	43%
Two or More Races	*	*	*	*
White	37%	43%	50%	55%
Eligible for Free/Reduced Price Meals	31%	38%	33%	40%
Students with Disabilities	*	*	33%	40%
English Language Learners	18%	26%	28%	36%

\*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

**Math: SBA Proficiency Rates and Goals: Grades 3-5**

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	40%	46%	38%	45%
Asian	58%	62%	56%	60%
Black	26%	33%	42%	48%
Hispanic	27%	34%	18%	27%
Two or More Races	58%	62%	57%	61%
White	44%	49%	44%	50%
Eligible for Free/Reduced Price Meals	25%	32%	20%	29%
Students with Disabilities	33%	39%	32%	39%
English Language Learners	13%	22%	13%	23%

**Our Strengths in High Quality Instruction:**

- Learning Academics Through the Dual Language Model: Staff at Sherwood Forest is deeply committed to continued improvement and implementation of the Three Pillars of Dual Language (Biliteracy/Bilingualism, High Academic Achievement, and Socio-Cultural Competence). We believe in this model as a best practice, research-based model for developing additive bilingualism and biliteracy.
- Culturally Responsive Literacy Instruction: We are committed to ensuring every student has access to balanced literacy instruction which includes explicit, standards-based instruction, daily independent practice and differentiated supports based on student academic needs. We are also committed to ensuring students have access to books and texts that mirror their cultures as well as open windows to other cultures.
- Partnership for Improvement: We are currently in our second year partnering with the Achievement Network (ANET). This partnership is focused on the importance of integrating complex, culturally relevant texts in our balanced literacy block, the alignment of math instruction to the rigor of the Common Core State Standards as well as the use of standards-aligned interim assessments to monitor student learning throughout the year.

**Key Performance Indicators:**

- SLA, ELA and Math Progress Monitoring: At Sherwood Forest, we progress monitor and measure student academic achievement and growth in multiple ways that reflect the dual language learning model, including:
  - ELA 3-5: Beginning-of-the-year (BOY), Middle-of-the-year (MOY) and End-of-the-year (EOY) Reading STAR data including growth percentile information



- SLA 3-5: Beginning-of-the-year (BOY), Middle-of-the-year (MOY) and End-of-the-year (EOY) EDL2 (Spanish Literacy) data including comprehension and accuracy progress
- ELA K-2: Beginning-of-the-year (BOY), Middle-of-the-year (MOY) and End-of-the-year (EOY) Reading 3D data (DIBELS, TRC) including comprehension and accuracy progress
- SLA K-2: Beginning-of-the-year (BOY), Middle-of-the-year (MOY) and End-of-the-year (EOY) Sistema (Spanish Literacy) data including comprehension and accuracy progress
- MATH 3-5: Beginning-of-the-year (BOY), End-of-the-year (EOY) MATH STAR data including growth percentile information
- Interim Assessments: During the 2019-20 school year, grades 2-5 at Sherwood Forest will administer three, standards-based interim ANET assessments in mathematics and literacy (ELA and SLA).
- Learning Walks & Walkthroughs: We will conduct regular reflective learning walks to track implementation success, progress and next steps related to our efforts around improving culturally responsive pedagogy and biliteracy development.

### **Key Improvement Strategies:**

*To support student growth and achievement for those performing at, above or below grade level, our school community will meet the academic and non-academic needs in the following ways:*

- Culturally Responsive Instruction & Dual Language: We will continue to refine and strengthen our instruction in every classroom to be culturally responsive and rigorous. We will continue to build on the three pillars of dual language to support students as they become bilingual and biliterate, develop academic excellence and socio-cultural competence.
- Continuous Cycles of Improvement to Improve Student Learning: School-wide, we are continuing to invest in the Multi-Tiered System of Support (MTSS) process where we have systems to collect and monitor student data and use that data to inform needed interventions or adjustments to our instructional program. At each grade level, teachers and instructional staff are then engaging in Professional Learning Communities (PLCs), smaller teams of grade-level teachers and staff, to inform and guide data-driven, research-based interventions at the universal, additional, and personalized instructional levels. Teachers at Sherwood Forest are given additional release time each week while students are engaging in computer science education in order to meet together to plan and review student learning assessments.
- Data-Driven Instruction: In partnership with Achievement Network (ANET), grades 2-5 at Sherwood Forest will utilize three interim ANET assessments in mathematics and literacy (ELA and SLA) and engage in data analysis and data-based instructional planning following each of the interim assessments. To accomplish this, Sherwood Forest will utilize building level professional development and data release days to support these cycles “Plan – Teach – Assess – Analyze.” Sherwood Forest will also continue to partner with our ANET coach to review school data, conduct classroom walk throughs, and adjust professional learning based on the needs demonstrated.
- After School Enrichment & Reading Support: Students at Sherwood Forest who need additional time with literacy development have access to additional instruction in an afterschool reading program for second and third grade students.
- Co-Teaching: This year, we have a full-time co-teacher in each grade from K-3. Co-teachers will support the grade level’s PLCs in conducting cycles of improvement that involve assessing student learning and using data to determine needed interventions or acceleration. Co-teachers will work alongside classroom teachers to provide direct instruction to students including intervention, scaffolding, and extensions based on student data. Our PACIFIC teachers at the primary grades are also co-teaching alongside general education teachers in order to strengthen inclusive practices for all students.
- Additional Certificated Support for Co-Teaching and Coaching: Sherwood Forest has strong instructional facilitators and teacher leaders who are supporting student learning as well as teacher development. English Language Learner Facilitators work with staff and students to improve student language acquisition. Learning Assistance Program Facilitators are working to support students needing additional support in math and reading. We have an Instructional Positive Behavior Intervention Supports (PBIS) Coach who works with students and staff to elevate positive behaviors for learning. And our special education teachers work alongside our general education staff to support students with special needs in the general education classroom setting.

## Student Well-Being

### Student Outcome SMART Goal:

- We will increase student sense of belonging on the Panorama Survey from 57% in fall 2018 to 62% in fall 2019.

### Our Strengths in This Goal Area:

- Universal Social Emotional Learning: The Sherwood Forest staff has a strong philosophical understanding that behavior is a form of communication and that students can learn positive behaviors through strong, consistent, positive social skills instruction. As a result, all students have access to universal social emotional learning, including learning social skills and positive behaviors.
- Positive Relationships: Staff at Sherwood Forest commit to intentionally building positive relationships with students and families. We believe that developing positive relationships is critical to promoting student and family well-being.
- PBIS Leadership Team: The Sherwood Forest PBIS team has taken the lead in strengthening our systems for promoting positive behaviors throughout the school. The PBIS team developed the “Puma Prowl” where grade levels move to different common spaces to engage in explicit lessons on positive behaviors. Successes are celebrated in school-wide assemblies and during the “Puma Pounce” – a schoolwide recess!
- Strengths in Our Data: From Spring 2018 to Fall 2018 there was a 7% point increase in overall sense of belonging. From Spring 2018 to Fall 2018 the following questions saw marked increases:

Question	Spring 2018	Fall 2018
How safe do you usually feel at school?	56%	70%
How well do students with different skin colors treat each other at school?	65%	70%
How much do you feel like you belong at your school?	50%	60%
Does this school respect all students’ cultures?	71%	74%

- Personalized Behavior Supports: Sherwood Forest has a robust behavior support team (tertiary team) that includes administrators, resource room teachers, counselors, psychologist, instructional PBIS coach, and district central office personal. The tertiary team meets weekly to develop, analyze, and continually revisit supports/interventions for students, as well as, determine next steps.

### Key Performance Indicators:

- Elevating Student Voice: Our PBIS leadership team is leading us in conducting student surveys (more frequently than Panorama) as well as follow-up focus groups throughout the year to elevate student voice in understanding our strengths and areas of improvement.
- Social Emotional Instructional Learning Walks: We will conduct learning walks focused on student well-being in order to monitor implementation of our social emotional learning instruction and support strategies.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.

### Key Improvement Strategies:

*To support student growth and achievement for those performing at, above or below grade level, our school community will meet the academic and non-academic needs in the following ways:*

- Universal Social Emotional, Social Skills and Anti-Bullying Instruction for Every Student: In every classroom, social emotional learning curriculum will be co-taught with classroom teachers, resource room teachers, in

instructional PBIS coach, and school counselors. A Bullying Prevention Unit at each grade level will be co-taught with counselors and administrators.

- Students Organized Against Racism (SOAR): A 4<sup>th</sup> and 5<sup>th</sup> grade SOAR Team has been formed with a focus on how to interrupt institutionalized racism, empathy building and strengthening cross-cultural communication. They also coordinate guest speakers who share their experiences and strategies to increase racial equity in schools and in our community.
- School Counseling Services at Sherwood Forest: Sherwood Forest offers bilingual counseling services for students in need of additional support with social emotional learning. Our counseling support includes the following:
  - Small group instruction focused on social skill and friendship skill building
  - Whole group co-teaching of social emotional learning curriculum, including bullying prevention unit
  - Individual meetings focused on feelings of belonging, positive self-identity, and emotion regulation
- Enhanced Behavior Expertise & Support: Sherwood Forest has a trained Behavior Support Paraprofessional on staff to assist teachers in understanding the function of student behavior and developing behavior support plans tailored to the needs of individual students. Sherwood Forest has a full-time school psychologist who can provide behavioral expertise to support students with the goal of preventing the overqualification of students in Special Education.
- Before School & After School Enrichment: This year, the Bellevue School District Early and Extended Learning Department is providing student enrichment opportunities before and after school. Students at Sherwood Forest, on a sliding pay scale, will have opportunities to participate in engaging enrichment classes that will enhance the students' overall education and provide increased opportunities for a well-rounded education. One goal of this program is to increase students' sense of belonging at school.
- Continuous Professional Development for Staff: We are committed to continually developing our skills to support student well-being, including engaging in ongoing staff professional development focusing on trauma-informed practices, restorative practices, Right Response training, and positive behavior intervention supports.

## Family and Community Engagement

We believe that education is the shared responsibility of families, educators and community members and we value and respect the diversity of perspectives, knowledge, and abilities that all our stakeholders bring to our schools. As a school community, we have the important mission of shaping the future of the next generation. The families of our students are essential partners in supporting student academic and social emotional development, community partners play an important role providing services, resources and a network of support to our most vulnerable families. Our educators, administrators, and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life. We know that the key to our success lies on ensuring that all stakeholders develop the capacity, knowledge and skills needed to collaborate effectively and participate in the education process as equal partners.

### Family and Community Engagement SMART Goals:

- At least 20% of families in each subgroup will participate in the family engagement survey administered during winter 2020.

### Our Strengths in This Goal Area:

- Family and Community Engagement (FCE) Leadership Team: The Sherwood Forest FCE Team organizes a number of school-wide family events that well attended by Sherwood Forest Families! Those events include:
  - Puma Family Fridays→ Families have a community breakfast and then spends the morning in their child's classroom engaging in learning together.
  - Winter STEAM Night→ Families cooperatively engage in a variety of science, technology, engineering, art, and mathematics activities. Additionally, the Interlake Saints Robotics team brings robots to share with Sherwood students and families.
  - Hour of Code→ For a week in December numerous family volunteers engage in an hour of coding with each classroom.

- Curriculum Night → Families have a community dinner, listen to presentations from the principals and classroom teachers, visit the library, gym, music, art, and computer science rooms, and interact with PTA members, counselors, ELL facilitators, LAP facilitators, and Bellevue Schools Foundation volunteers.
- Principal Chats → The Sherwood Forest Principals meet with families to discuss a variety of topics and seek areas of interest for further conversations and/or information.
- Family Connections Center (FCC): Sherwood Forest FCC staff work to connect families with a variety of community supports and services.
- Community Volunteerism and Mentorship: Sherwood Forest is fortunate to have community volunteers who support Sherwood Forest in a variety of capacities, including mentoring students, preparing learning materials, and engaging in coding activities with students.

**Key Performance Indicators:**

- Participation of parents in school activities, particularly by our diverse family sub-groups

**Key Improvement Strategies:**

*Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff. As a school we are committed to:*

- Improving Two-Way, Inclusive Communication: We are continuing to build strong two-way communication with families utilizing language translation technology and our new language line in order to ensure access for families who speak a language other than English.
- Strengthening and Leveraging Community Partnerships: We will work closely with community partners such as SeaMar, Sound Mental health, Jubilee Reach, and Creekside Church to meet the needs of our students and families.
- Strengthen Family Partnership: We will continue to work with our PTSA and with our families to increase parent participation in events, parent volunteerism and parent participation in school improvement decision making. We will also continue to strive to partner more closely with parents to support the academic, social and emotional learning of each and every child.

## APPENDIX A: Coordination and Integration of Funds

As a recipient of federal funds through Title I, Part A we are required to show how our school coordinates and integrates funding used at the school. The table below provides information on how various sources of funding are used and describes the purposes of each specific program.

Program	Amount Available	How the intents & purposes of the Program will be met:
Basic Education	\$3,222,467	To provide all students with instruction aligned to grade level, specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development and substitutes.
Title I, Part A	\$269,565	To provide all children significant opportunity to receive a fair, equitable and high quality well-rounded education and to close educational achievement gaps. These funds are used for additional certificated staffing to support students who are below proficiency through direct interventions, as well as by providing coaching support for the classroom teacher to differentiate instructional practices: -Instructional Positive Behavior Intervention Support (PBIS) Coach(es) -Tertiary Team Facilitator
Learning Assistance Program (LAP)	\$203,000	To coordinate the use of Learning Assistance Program revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements. Our LAP funds are used to provide a reading specialist who supports students reading below proficiency through direct interventions, as well as by providing coaching and support for the classroom teacher to differentiate instructional practices. Additionally, a reading specialist facilitates an afterschool reading program for specific third grade students.
Total	\$3,695,032	