



## Sheldon Woods Elementary

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Sheldon Woods Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Principal Karen Abraham for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.westottawa.net/annual-reports/> or you may review a copy from the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been identified as a Focus School. Key challenges we face are a 69% poverty rate, declining enrollment, and an ELL population. Gaps exist between the top and bottom 30% in math for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. In 5<sup>th</sup> grade reading, the gaps range from 88% to 76% proficiency in subgroups. Similar gaps between the top and bottom 30% exist in 3<sup>rd</sup> and 4<sup>th</sup> grade reading as well. Key initiatives in place to close the gaps are targeted Tier 2 and Tier 3 interventions in reading, writing, and math for students not at grade level on interim and formative assessments, improving learning through the use of SIOP instructional strategies, and using data to inform classroom instruction and interventions. We are committed to providing the best individualized instructions for all students.

State law requires that we also report additional information about our school. The following will provide you with additional information about our school and our achievements:

### Process for Assigning Students

Sheldon Woods Elementary has been a rural neighborhood school since 1965. Students are assigned to Sheldon Woods based upon geographical location determined by boundaries for each of the nine elementary schools in the district.

### School Improvement Plan

Our School Improvement Team developed goals for the content areas of reading, writing, and math. A copy of the full school improvement plan is available at [www.westottawa.net/schools](http://www.westottawa.net/schools).

**By June 2022, 85% of all students will demonstrate a proficiency in all reading standards in English Language Arts as measured by state level assessments.**

**By May 2014, 80% of all students will demonstrate a proficiency in reading by achieving benchmark composite as measured by DIBELS Next.**

Strategies that we will use to improve our reading scores include a focus on comprehension and using collaborative grade level and school teams to consistently analyze demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in K-5.

**By June 2022, 85% of all students will demonstrate a proficiency in all writing standards in English Language Arts as measured by state level assessments.**

**By May 2015, a 10% of all students will demonstrate a proficiency in both narrative and informational writing in English Language Arts as measured by district writing assessments.**

Strategies that we will use to continue our improvement in writing include using collaborative grade level and school teams to consistently analyze writing data to inform decisions, a focus on writing strategies in all core content areas, and consistently use SIOP instructional strategies to meet individual student needs.

**By June 2022, 85% of all students will demonstrate a proficiency in all standards in mathematics as measured by state level assessments.**

**By May 2014, 80% of all students will demonstrate a proficiency in all standards in mathematics as measured by Discovery Education interim assessments.**

Strategies that the Sheldon Woods' staff will use to address the areas of need include working in collaborative teams to analyze math data, continuing implementation of CCSS and the 8 Math Practices, curriculum alignment, and a focus on targeted interventions.

### School Description

Sheldon Woods Elementary services both a general education population of K-5 students and special education students through inclusion and a resource program. A specialized Autistic Resource Room program was housed at Sheldon Woods from the fall of 2007 to

the spring of 2011. No specialized schools or programs are currently provided at Sheldon Woods.

### Our Core Curriculum

The core curriculum, based on the Common Core State Standards (CCSS), provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future. Our curriculum provides extended opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities.

Integrated with our core academic curriculum and enhancing a student's quality educational experiences are:

- International Baccalaureate Primary Years Programme
- Clubs, organization, and athletics
- Community partnerships
- Field trips, assemblies, and special activities/events
- Integration of technology into instruction and assessment
- Library-media resources
- Project CHARLIE
- Special education
- Student government
- Technology tools/resources

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on college preparation skills. This program is supported by strong educational components that provide real-world vocational/technical training choices for students.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population. Copies of core curriculum are available for review through the Office of Teaching and Learning and on the website [www.westottawa.net/schools](http://www.westottawa.net/schools).

## Aggregate Student Achievement Results on Local Assessments

Due to declining enrollment, all 3<sup>rd</sup> graders were transferred to another elementary school during the 2011-2012 school year and data unavailable for 3<sup>rd</sup> in 2012.

### DIBELS Next Composite Scores (End of Year)

#### Benchmark Goal 80%

	SW 2012	SW 2013
K:	89%	100%
1 <sup>st</sup> :	80%	92%
2 <sup>nd</sup> :	85%	90%
3 <sup>rd</sup> :	NA%	78%
4 <sup>th</sup> :	75%	57%
5 <sup>th</sup> :	80%	70%

#### Strategic Goal 15%

	SW 2012	SW 2013
K	11%	0%
1st	10%	8%
2nd	5%	5%
3rd	NA	11%
4th	21%	29%
5th	0%	17%

#### Intensive Goal 5%

	SW 2012	SW 2013
K	0%	0%
1st	10%	0%
2nd	10%	5%
3rd	NA	11%
4th	4%	14%
5th	18%	13%

### District Interim Assessments

Due to major changes in district assessments during 2011-2012 and 2012-2013, large discrepancies from year to year may appear at this time. Third grade data is not available for 2011-2012 due to declining enrollment and transfer of the students to an alternate elementary school.

Grade	Reading: % of students Passing		
	Spring 2011	Spring 2012	Spring 2013
2 <sup>nd</sup>	87%	85%	65%
3 <sup>rd</sup>	61%	NA	80%
4 <sup>th</sup>	77%	46%	43%
5 <sup>th</sup>	77%	66%	74%

	<b>Writing: % of students Passing</b>		
<b>Grade</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Spring 2013</b>
2 <sup>nd</sup>	80%	60%	95%
3 <sup>rd</sup>	87%	NA	85%
4 <sup>th</sup>	91%	46%	86%
5 <sup>th</sup>	93%	94%	74%

	<b>Math: % of students Passing</b>		
<b>Grade</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Spring 2013</b>
2 <sup>nd</sup>	87%	90%	95%
3 <sup>rd</sup>	57%	NA	85%
4 <sup>th</sup>	50%	75%	86%
5 <sup>th</sup>	20%	84%	79%

#### Parent and Community Involvement

Parent and community involvement in the education of children and participation in the life of a school are reflected in many ways. One avenue is attendance at parent-teacher conferences.

- 96% of our parents/guardians attended fall conferences in 2011-12
- 95% of our parents/guardians attended fall conferences in 2012-13

Additionally, parents are actively involved in school activities through volunteering and the Sheldon Woods PTO. The PTO is an active and dynamic part of the school community which supports and enhances the instructional programs and activities at Sheldon Woods. All Sheldon Woods parents are automatically members and encouraged to attend monthly meetings. Annual PTO fundraisers produce the means by which the PTO operates, providing activities, parties, assemblies, field trips, and special instructional materials for our students.

We will continue to work together as a school staff to provide the excellent education the community has come to expect.

Sincerely,  
 Karen Abraham, Principal  
 Sheldon Woods Elementary  
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 Holland, MI 49460