

**Sherwood Heights Elementary School
2025-2026**

Principal - TJ Presley & Assistant Principal - Mindy Barron

Student Learning:

Reading:

Grade 1	Spring		38%	12%	49%	1%	0%
	Fall		3%	0%	75%	22%	0%
Grade 2	Spring		30%	23%	36%	10%	0%
	Fall		7%	12%	39%	42%	0%
Grade 3	Spring		34%	19%	24%	9%	13%
	Fall		6%	19%	27%	28%	19%
Grade 4	Spring		10%	15%	54%	7%	13%
	Fall		3%	6%	50%	10%	31%
Grade 5	Spring		12%	23%	21%	29%	16%
	Fall		5%	18%	23%	23%	30%

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 1	107%	57%	77%	34%	67%	70/76
Grade 2	131%	67%	89%	37%	79%	75/81
Grade 3	137%	61%	77%	37%	70%	70/73
Grade 4	121%	56%	63%	30%	52%	73/80
Grade 5	124%	62%	57%	18%	57%	82/87

Reading success at Sherwood this year was the result of a strong team effort and a focused commitment to meeting students where they are. We implemented *Spurs Success* in grades 2–4, allowing students to work in targeted groups based on their individual learning needs, whether they needed additional support with foundational skills or opportunities for enrichment and challenge. Our 2nd grade team also launched the *100-Book Club*, encouraging all students to read 100 books throughout the school year and celebrating milestones along the way with awards and recognition. In addition, teachers used PLC time to collaboratively analyze data and plan instruction, while our intervention specialist, paraprofessionals, and special education team worked diligently to provide Tier 2 and Tier 3 supports, helping ensure all students had the opportunity to grow as readers.

Math:

Grade 1	Spring		28%	23%	46%	3%	0%	
	Fall		0%	0%	64%	36%	0%	
Grade 2	Spring		29%	20%	41%	10%	0%	
	Fall		1%	4%	39%	56%	0%	
Grade 3	Spring		21%	15%	44%	11%	9%	
	Fall		3%	2%	38%	36%	21%	
Grade 4	Spring		12%	14%	54%	10%	10%	
	Fall		1%	4%	41%	23%	30%	
Grade 5	Spring		11%	16%	33%	23%	16%	
	Fall		3%	11%	34%	24%	28%	
Grade 1		138%	66%		108%	56%	77%	70/76
Grade 2		146%	83%		100%	52%	81%	75/81
Grade 3		120%	61%		84%	34%	74%	70/73
Grade 4		96%	45%		56%	11%	66%	73/80
Grade 5		70%	37%		35%	10%	58%	81/87

Math success at Sherwood this year was driven by intentional instruction, targeted support, and meaningful enrichment opportunities for students. Through our *Spurs Success* model, students received math instruction tailored to their individual needs, allowing them to strengthen foundational skills or engage in more advanced learning. We also hosted a Family Math Night, which provided students and families with engaging, hands-on activities that promoted mathematical thinking and problem-solving beyond the classroom. In addition, local volunteers generously provided enrichment opportunities that helped spark student interest and deepen mathematical understanding. Our teachers, intervention staff, paraprofessionals, and support teams worked collaboratively throughout the year to ensure all students had opportunities to grow and succeed in math.

Student Attendance:

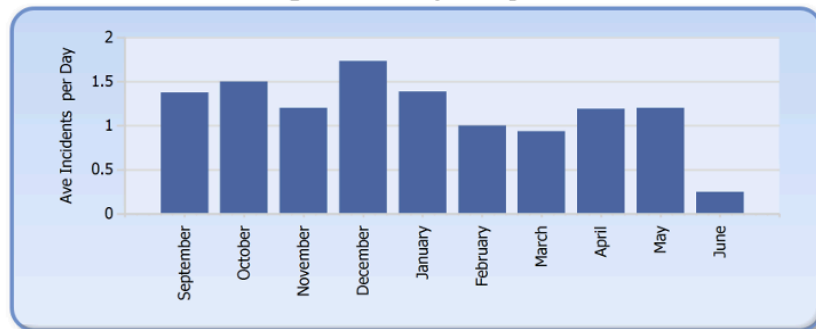
School

Sherwood Heights Elementary	Count	Session Days	Days Absent	Days Present	Rate
95.0 - 100%	178				
90.1 - 94.9%	103				
85.0 - 90.0%	64				
80.0 - 84.9	29				
< 80%	23				
Total	397	65345	5079	60266	92.227
Count Students > 90%	281				
Count Students <= 90%	116				
Percent Students <= 90%	29.22				

Sherwood Elementary has continued to make progress in improving student attendance, with 70.78% of students currently classified as "regular attenders," meaning they have attended at least 90% of their enrolled school days. This represents an increase from last year's state report card rate of 70%, reflecting our ongoing efforts to prioritize attendance and student engagement. Our attendance team regularly monitors and analyzes attendance data to identify trends and provide support where needed. In addition, teachers are making positive phone calls home, recognizing students through attendance awards, and increasing conversations about the importance of attendance with both students and families. These collective efforts are helping to build a culture where attendance is valued and supported.

Learning Environment:

Average Incidents per Day / Month



Year	Month	# of Days	# of Referrals	Avg per Day
2025	September	16	22	1.38
2025	October	22	31	1.41
2025	November	15	18	1.20
2025	December	15	26	1.73
2026	January	18	25	1.39
2026	February	19	19	1.00
2026	March	16	15	0.94
2026	April	21	24	1.14
2026	May	20	24	1.20
2026	June	4	1	0.25
	Totals:	170	205	1.21

Behavior referral data shows significant progress from the 2024-25 school year to the 2025-26 school year. Total referrals decreased from 430 to 205, representing a reduction of more than 50%. Classroom referrals also improved, decreasing from 40% of all referrals to 30%, indicating stronger behavior support within instructional settings. This success can be attributed to the school's continued focus on Tier 1 social-emotional learning, along with more intentional Tier 2 and Tier 3 interventions for students needing additional support. Looking ahead to the 2026-27 school year, staff members will be trained in Playworks strategies to further strengthen recess systems and continue reducing behavior concerns during unstructured times.

Building focus/goals:

Building Goal #1, the Pursuit of Instructional Excellence, remained a primary focus at Sherwood throughout the school year. Staff worked diligently to implement the Pendleton School District's instructional "non-negotiables" and best teaching practices while engaging in meaningful PLC and Impact Team work at both the building and district levels. Student achievement data was regularly reviewed and shared during staff meetings to guide instructional decisions and support continuous improvement. A major accomplishment was the implementation of *Spurs Success*, which provided targeted support and enrichment based on student needs. Building on this success, we plan to expand the model next year by incorporating writing instruction into the *Spurs Success* block to further strengthen student learning outcomes.

Building Goal #2, Responding to the Needs of All Students, focused on creating a supportive and inclusive environment where students could thrive both academically and socially-emotionally. Staff prioritized Tier 1 SEL instruction by intentionally starting each day with SEL-focused activities and relationship-building opportunities. Based on feedback from the ODE PBIS team, we implemented the Sherwood Big 3 - *Kind, Safe, Respectful* - which became a common language throughout the building and was reinforced daily through morning announcements and classroom practices. We also utilized data from the DESSA screener to identify students in need of additional support and developed Tier 2 and Tier 3 SEL intervention groups led by our Behavior Support Specialist. In addition, radio call data was collected and analyzed to make data-informed decisions regarding student supports and interventions, helping us better respond to the needs of all learners.

Staff Professional Development:

Professional development at Sherwood focused on building staff capacity to support both academic and behavioral success for all students. Staff participated in Conscious Discipline training led by our Intervention Specialist, providing practical strategies for relationship-building, self-regulation, and classroom culture. Throughout the year, teachers and support staff also received coaching on intervention groups, including effective instructional delivery and data collection practices to monitor student progress. In addition, our Behavior Support Specialist provided ongoing classroom management coaching and behavior support, helping staff strengthen their skills in creating positive, productive learning environments. These professional learning opportunities contributed to a more consistent and effective approach to supporting student success across the building.