



Edmonds School Improvement Plan (SIP) (Grades K-6, K-8, 7-8, and 9-12) Three-Year Plan

Template Revised August 31, 2021

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-2022
Our School Name	Sherwood Elementary

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff (500 words or less, including a table of student demographics). Other data can be added if desired.

Sherwood Elementary school was established in 1967 and is now home to 406 students in grades 1-6. Sherwood resides in a quaint community in Edmonds with a diverse student population. The students of the Sherwood community are 61% white, 13% Hispanic/Latino, 4% Black/African American and 17% of two races or more. 8% of the population are English Language Learners and 19% are low income families. Sherwood Elementary prides itself on community involvement. The PSO (Parent Staff Organization) works hard each year to fundraise with incredible community events to support the students, the staff and the school. Although virtual due to Covid, the PSO finds ways to make events like the annual “Walk-a-thon” happen each year through their creativity. The PSO sponsors many community events such as Bingo night, Art education (virtually), Drive thrus and more to keep the students and families engaged in the Sherwood community. The PSO has helped to form a Diversity, Equity and Inclusion committee. Sherwood has numerous activities before and after school including Move 60, Cross Country running, Girls on the Run and morning and after school care. Sherwood does the “Best Book Series” and a 3rd grade reading challenge. In addition, Sherwood provides the best learning for all students. The teachers support the inclusionary model where all students go into the general education classroom each day. The staff is dedicated and determined to do the best for kids each day.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	406	NA	Two or More Races	70	17.15%
American Indian/Alaskan Native	6	1.09%	English Language Learners	34	8.35%
Asian	12	2.94%	Homeless/McKinney-Vento	4	0.01%
Black/African American	17	4.16%	Low Income	77	18.92%
Hispanic/Latino	54	13.23%	Section 504	10	2.46%

Native Hawaiian/Other Pacific Islander	0	0.0%	Students with Disabilities	73	17.94%
White	248	61.02 %	Student Mobility	19	2.6%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃ Vision)	The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.
Our Mission	With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.
Data and Stakeholder Engagement Summary	
E₃ Category	We use the data from OSPI, SBA, i-Ready, Running Reading Records, Panorama, Acadience, Social Emotional Wellness assessments and focus groups to plan for school improvement.
Equity (such as student demographics)	<ul style="list-style-type: none"> • All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities. • District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups • Staff professional development topics, attendance • Diversity, Equity and Inclusion focus community group

Engagement (such as school culture and climate)	<ul style="list-style-type: none"> ● <i>Skyward: Student attendance (percent regular attenders),</i> ● <i>Sherwood Behavior Matrix</i> ● <i>Panorama student survey data</i> ● <i>SEL Instruction in the classroom</i>
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> ● <i>Homeroom: Grades 1-6, i-Ready, Grades 1-6 Running records; Grade 1-6 Acadience (Dyslexia Screener)</i> ● <i>OSPI state assessments: Grade K: WaKIDS; grades 3-6, SBA or WA-AIM math and reading ; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> ● <i>Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.</i>

Reflection questions

Based on the data summary above, students show strength in foundational skills at the previous grade level. The students' specific needs have been identified through the different assessment tools and using these tools the staff was able to drill down to areas of specific need. The data shows us that there was a downward trend in Reading and in Math over the past few years (possibly due to Covid and not being in school). The SBA data shows that as a staff we have been able to drill down further to understand each and every students' individual story. The data shows that there is a disproportionate number of students making adequate yearly gains, including our Multilingual Learners and our students with special needs. The staff at Sherwood looked at the data and compared results in order to build conclusions around the areas of need for all students and for these specific groups of students. The teams discuss how to improve making adequate yearly growth with ELA, Math and through engagement in the school.

Stakeholders are involved in the staff meetings, Leadership teams and the PSO. The information is shared and discussed at each level. Sherwood staff worked together to determine needs in each category. The staff and the principal will be monitoring the strategies implemented and will revise the plan accordingly based on 30, 60 and 90 day results. This will be ongoing work with all of the stakeholders.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

Teachers are working hard to reach the needs of all students, aligning resources and using viable curriculum to meet all students' needs. They have determined baseline information and will use that as a guide for their instructional focus.

What are the goals that our school will focus on this school year and why?

Sherwood will work on identifying and implementing best practices that work for all students. The teacher will work to increase engagement through differentiating instruction in small groups to meet all students' needs. Teachers will strive for excellence in their own practice to improve the instructional focus. These strategies will be used in ELA and Math. The staff will continue to work on engagement this year.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K - 8 schools have a literacy goal, a math goal, and an engagement goal.*

SIP Goal 1:

Between Fall of 2021 and Spring of 2024, students in grades 1-6 will make 3% yearly growth in grade level reading over the next three years as measured by i-Ready and Running Records.

Theory of action (Please use "If and then" statements to explain how your strategy or strategies will achieve this goal)

If we provide targeted small group instruction in literacy, then our students will meet grade level standards in reading over the next three years.

How will we get the work done?

Strategies we will complete this year <i>(Please list up to three strategies to meet the needs of your students)</i>	Person or team responsible
Strategy 1: Identifying student strengths and weaknesses. Identify instructional small group focus to meet areas of need. Differentiated and fluid small groups in core reading instruction.	Principal and classroom teachers
Strategy 2: (Optional)	
Strategy 3: (Optional)	

How will we know that the strategy is working?

Strategy 1: Differentiated reading instruction using a viable balanced literacy framework in classrooms and district approved curriculum (in action).

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● administer all student assessments ● I-Ready PD for teachers provided by district ● Principal learns balanced literacy framework ● Determine resources being used for instruction at each grade level ● Analyze student data ● Determine independent and instructional reading levels ● Collaborate with team to identify needs ● Collaborate with team to determine instructional focus ● Create grade bands with collaborative times 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Running Records i-Ready assessment reports Acadience WaKids disaggregated data Master Schedule Teacher planning</p>
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<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● analyze running Reading record data (determine differentiated needs for students) ● analyze Acadience data ● Review implementation of balanced literacy framework and best practices of it ● observe small group instructional focus ● Collaborate on grade level teams with support specialists ● Align appropriate district resources to match instructional focus and needs ● Collaboration between grade level teams with support specialists ● Share data and individual student needs with families of students 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Principal observation Teacher implementation Grade level teams Support specialists Families</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Students working in a balanced literacy classroom with all components of balanced literacy being instructed using Workshop Model ● Observe components of balanced literacy ● Focused small group work with differentiated instruction to meet students' needs using various viable district approved curriculum resources ● Review of data and observations in small group instruction ● Give mid-year iReady ELA assessment/Acadience/RRR to revise as needed 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Teacher implementation Principal observation i-Ready reports</p>

Please complete the mid- and end-of-year reflect and revise summary using this link.

[SIP Reflect and Revise Summary](#)

SIP Goal 2:

Between Fall of 2021 and Spring of 2024, students in grades 1-6 will make 3% yearly growth in grade level math standards over the next three years as measured by i-Ready (or SBA dependent on grades chosen) and curriculum-based assessments.

Theory of action (Please use “if and then” statements to explain how your strategy or strategies will achieve this goal)

If we provide targeted small group math instruction using viable math curriculum aligned to the Common Core standards, then our students will meet grade level standards in math over the next three years.

How will we get the work done?

Strategies we will complete this year (Please list up to three strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Differentiated and fluid small group instruction during core math for all students 1-6 in Tier 1 instruction.	Principal classroom teachers Specialist teachers
Strategy 2: (Optional)	
Strategy 3: (Optional)	

How will we know that the strategy is working?

Strategy 1: Teachers disaggregate data to identify areas of need; teachers and admin recognize district approved math curriculum that is viable and aligned to the standards to use in small group instruction based on standard deficits addressed in the core curriculum to reach students' needs.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Using data, teachers identify small groups for instruction ● Identify district core curriculum being used at each grade level ● identify district resources being used for supplemental curriculum ● Teachers begin meeting with small groups based on needs ● Tier 1 Group interventions based on data 	<p><i>Teacher practice</i></p> <p><i>Principal observation</i></p> <p><i>i-Ready Math</i></p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Analyze data, teachers identify small groups for instruction ● Teachers begin meeting with small groups based on needs ● Classroom teacher tracks math skill mastery in small groups ● Teachers use i-Ready to individualize instruction while working in small groups ● Communicate with families regarding student achievement 	<p><i>teacher data collection</i></p> <p><i>i-Ready lesson results</i></p> <p><i>Principal observation</i></p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● continue skills from 60 days ● Small groups consistently being reevaluated for understanding and revising based on student attainment of skills as evidence from data sources 	<p><i>teacher data collection</i></p> <p><i>i-Ready lesson results</i></p> <p><i>Principal observation</i></p>

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[SIP Reflect and Revise Summary](#)

SIP Goal 3:

Between Fall of 2021 and Spring of 2024, students in grades 1-6 will make yearly growth in sense of (belonging or connectedness with other students and adults) over the next three years as measured by Panorama and site-based surveys.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If students feel like they belong then their morale improves therefore improving their investment in their learning and being part of the community.

How will we get the work done?

Strategies we will complete this year (Please list <i>up to three</i> strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Know students’ personal and academic story, utilize and align Second Steps or Zones of Regulation. Create school-wide expectations and staff modeling and problem solving	All staff School psychologist SINC
Strategy 2: (Optional)	
Strategy 3: (Optional)	

How will we know that the strategy is working?

Strategy 1: Students and staff will feel “safe” and implement being ‘kind” through courageous conversations focused on challenging topics and utilizing school behavior matrix.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Teachers will teach the behavior matrix ● Teachers will review the behavior matrix as needed ● Kids will be interviewed and surveyed through Panorama and self-surveys ● Staff participate in identifying kindness through the campus (Golden Spoon) ● Teachers will be made aware of the Equity trainings and monthly meetings ● Morning meetings ● Communicate expectations with families (using different communication tools) 	<p>Students will show evidence of the behavior matrix daily in all areas.</p> <p>Diversity Equity and Inclusion team Recognizing kindness and why with Golden Spoon</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Students will be taught the zones of regulation ● Students will be taught lessons through Social emotional learning ● Students will be able to name their feelings and actions ● Teachers will share monthly school equity meetings ● Reinforcing school expectations ● Lessons being taught by specialists ● Continue communication with families 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Teacher observation Principal observation Surveys Panorama data continuing Golden Spoon DEI team Specialist staff</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● students take ownership of their feelings and actions 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>

	<ul style="list-style-type: none"> ● students will be taught about the “Zones of Regulation” so they can identify and label their feelings ● Teachers will share monthly school equity events ● Continued communication with families ● Revise school expectations as needed 	Problem solving with staff School psychologists teaching Zones in class DEI team Students following school wide plan
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Please complete the mid- and end-of-year reflect and revise summary using this link.

[SIP Reflect and Revise Summary](#)

Section 4. Who helped co-design our School Improvement Plan?

Name:	Role:
Deirdre Collins	LAP Special Education teacher
Dave Sonnen	Librarian
Elena Gordon	First Grade Teacher
Kathy Mindt	4th Grade Teacher
Ashley Hirst	4th Grade Teacher
Kari DeLoma	2nd Grade teacher

Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan