



Sherwood Elementary Improvement Plan (SIP) Grades 1-6 Three-Year Plan

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 every student experiences belonging and is 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	2022-2023
Our School Name	Sherwood Elementary School

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.

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 71% white, 12% Hispanic/Latino, 6% Black/African American and 7% of two races or more. 8% of the population are English Language Learners and 20% 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)	447	NA	Two or More Races	33	7.4%
American Indian/Alaskan Native	1	.2%	English Language Learners	35	7.8%
Asian	12	2.69%	Homeless/McKinney-Vento	5	0.01%
Black/African American	28	6.3%	Low Income	90	20.22%
Hispanic/Latino	52	11.68%	Section 504	14	3.14%

Native Hawaiian/Other Pacific Islander	6	1.34%	Students with Disabilities	87	19.5%
White	315	70.5%	Student Mobility	19	2.6%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	Equity, engagement, and excellence for each and every student.
Our Mission	Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
Equity (such as student demographics)	<input checked="" type="checkbox"/> All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities. <input checked="" type="checkbox"/> District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups <input checked="" type="checkbox"/> Staff diversity <input checked="" type="checkbox"/> Staff professional development topics, and staff who attended <input checked="" type="checkbox"/> Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results	
Engagement	<input checked="" type="checkbox"/>	Skyward: Student attendance (percent regular attenders),

(such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?))</i> <i>Panorama student survey data</i> <i>Other data sources used to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction</i>
Instructional Excellence (and student learning)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> <i>Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i> <i>OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> <i>OSPI high school graduation rates, drop-out rates</i> <i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i>

Reflection questions

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

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, as well as, the social emotional focus needed to assist prior to instruction). 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.

Disparities in the SEL were identified based on the Panorama survey and need for clarity. We created a user-friendly survey for all students, not just our 3-6 classes.

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. In addition, the students that are not reaching standards have been identified and

are monitored through the Problem Solving Team to determine instructional practices that will reach these students' needs. 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, inconsistency in implementation of the curriculum with fidelity is the reason why students have not consistently performed throughout the grade levels?

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. All stakeholders are now instructing using district adopted materials.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support, and monitor our SIP?

All stakeholders are invited to join and share their thoughts regarding our monitoring and supporting students in grade level meetings, staff meetings, leadership meetings. PSO, PST, DET, EA meetings, and community meetings..

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?

Our school PST system was not implemented with fidelity. Students were getting assistance and support and different levels without going through documenting procedures to account for specific needs. Core whole group instruction is not meeting the needs of the majority of students and students struggling are not able to close the learning gap, instead the gap has gotten bigger.

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

Identifying students strengths and weaknesses, setting goals to achieve growth. Communicating goals, taking steps through the MTSS process to meet students' needs.

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.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1: Between Fall of 2021 and Spring of 2024, students in grades 1-6 will make 5% growth in grade level reading yearly over the next three years as measured by i-Ready.

Theory of action

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	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: Identifying students' phonemic awareness to determine instructional focus in the primary grades.	LAP team Primary teachers

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). i-Ready results will show an increase in student proficiency.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	<ul style="list-style-type: none">● administer all student assessments● i-Ready professional development for teachers provided by district● Staff 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	Using i-Ready Diagnostic results from the Fall identify strengths and areas in need of improvement with each student. i-Ready assessment reports Acadience WaKids Review disaggregated data
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	<ul style="list-style-type: none"> ● Create grade bands with collaborative times ● 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 ● Reading data chats and goal setting with each group of students. ● Use data chat conversations to compare with results from the Fall to Winter. ● 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 ● MTI meetings/planning ● PST planning 	<p>Master Schedule Teacher planning Running Reading Record data Beginning of the Year Growth Goals</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<ul style="list-style-type: none"> ● administer all student assessments ● i-Ready professional development 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 ● Analyze Running Reading Record data (determine differentiated needs for students) ● Analyze Acadience data ● Review implementation of balanced literacy framework and best practices ● observe small group instructional focus ● Reading data chats and goal setting with each group of students. ● Use data chat conversations to compare with results from the Winter to Spring. ● Collaborate on grade level teams with support specialists 	<p><i>What evidence or data will we review?</i> i-Ready assessment reports Acadience WaKids disaggregated data Master Schedule Teacher planning Teacher implementation Principal observation i-Ready reports Running Reading records data</p>

	<ul style="list-style-type: none"> ● Align appropriate district resources to match instructional focus and needs ● Share data and individual student needs with families of students ● Use goal setting conversations from the Fall and Winter to compare to the Spring. ● MTI meetings ● PST meetings 	
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SIP Goal 2: Between Fall of 2021 and Spring of 2024, students in grades 1-6 will make 5% growth in grade level math standards per year over the next three years as measured by i-Ready.

Theory of action

If we provide targeted small group math instruction using a math curriculum aligned to the Common Core standards, then our students will make 5% growth in math each year over the next three years.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Strategy 1: Differentiated and fluid small group instruction during math for students 1-6 in Tier 1 instruction.	Principal classroom teachers SSST teachers

How will we know that the strategy is working?

Strategy 1: 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
- Analyze data, teachers identify small groups for instruction
- 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

- i-Ready usage/passing rates improving

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan

- Administer all student assessments
- i-Ready PD for teachers provided by district
- Determine resources being used for instruction at each grade level
- Analyze student data
- Determine independent and instructional math levels
- Collaborate with team to identify needs
- Collaborate with team to determine instructional focus
- Create grade bands with collaborative times
- Observe small group instructional focus
- Math data chats and goal setting with each group of students.
- Use data chat conversations to compare with results from the Fall to Winter.
- Grade level teams collaborate 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
- Small groups consistently being reevaluated for understanding and revising based on student attainment of skills as evidence from data sources

What evidence or data will we review? (e.g., implementation and/or outcome data)

teacher data collection
data chat goals
i-Ready lesson passing rates
i-Ready participation rates
i-Ready Diagnostics
Principal observation

End-of-year Reflect and Revise plan

What does this look like in action?

- Small groups consistently being reevaluated for understanding and revising based on student attainment of skills as evidence from data sources

What evidence or data will we review? (e.g., implementation and/or outcome data)

teacher data collection
student data chat goals
i-Ready lesson results
Principal observation
teacher growth goals

SIP Goal 3: Between Fall of 2021 and Spring of 2024, students in grades 1-6 will make 5% 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

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	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. Principal models recognizing positive behavior.	All staff School psychologist SINC
Strategy 2: If students understand the questions being asked (vocabulary, clarifying questions, etc.), then the data will show more validity.	All Staff EA's school counselor School psychologist SINC
Strategy 3: Revise student survey to limit pictures of adults they feel connected to in order to not overwhelm the students.	

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 the school behavior matrix.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Teachers and staff will teach the behavior matrix ● Teachers and all staff 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 (Game Ball) ● Teachers will be made aware of the Equity trainings and monthly meetings ● Morning meetings ● Communicate expectations with families (using different communication tools) ● Have monthly 'Side-line" chats with community 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Diversity Equity and Inclusion team Review Panorama data Recognizing kindness and why with Game Ball</p>
<p><i>End-of-year Reflect and Revise 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 ● 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 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Problem solving with staff School psychologists teaching Zones in class Diversity Equity and Inclusion team Students following school wide plan</p>

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

Name:	Role:
Robyn Saltzman	Principal
Dave Sonnen	Librarian
Stephanie Gwaltney	Special Education teacher
Jennifer Roper	Special Education teacher
Elena Gordon	1st grade teacher
Laura Holt	2nd grade teacher
Laura Chapin	3rd grade teacher
Ashley Hirst	4th grade teacher
Kathy Mindt	4th grade teacher
Michelle Alderson	5th grade teacher
Joseph Wildenhaus	5th grade teacher
Theresa Chase	6th grade teacher
Jenni Hanson	6th grade teacher
Annie Floe	Music teacher
Deirdre Collins	Special Education teacher

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)