



# Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) 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	2023-2024
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.**

Sherwood Elementary school was established in 1967 and is now home to 493 students in Kindergarten to 6th grade. Sherwood resides in a quaint community in Edmonds with a diverse student population. The students of the Sherwood community are 89% white, 13% Hispanic/Latino, 14% Black/African American and 7% of two races or more. 6% of the population are English Language Learners and % 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 students, staff and the school. Yearly, the PSO finds ways to make events like the annual “Walk-a-thon” happen. The PSO sponsors many community events such as Bingo night, Celebration of our Cultures, Movie nights 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 a summer reading challenge that 15% of the students participated in, up from 5% in the 22-23 school year. Sherwood participates in 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 participate in the general education classroom setting each day. The staff is dedicated and determined, while continuing to learn in order to do the best for kids each and every day.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	493	NA	Two or More Races	34	6.92%
American Indian/Alaskan Native	11	2.24%	English Language Learners	30	6.10%
Asian	43	8.76%	Homeless/McKinney-Vento	5	0.01%
Black/African American	69	14.05%	Low Income	90 (new)	20.22%
Hispanic/Latino	63	12.83%	Section 504	23	4.68%
Native Hawaiian/Other	6	1.22%	Students with Disabilities	90	18.32%

Pacific Islander					
White	438	89.20%	Student Mobility	19(new)	2.6%

## Section 2. Vision and Mission

<b>Our Equity, Engagement, and Excellence (E3 Vision)</b>	<b>Equity, engagement, and excellence for each and every student.</b>
<b>Our Mission</b>	<b>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.</b>

### Data and Stakeholder Engagement Summary

<b>E3 Category</b>	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)?	
<b>Equity</b> (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, Qmlative, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups <input checked="" type="checkbox"/> Staff diversity, equity and inclusion committee <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: PSO Board, PSO General Assembly, DEI Committee, Safety/Belonging Committee	

<b>Engagement</b> (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Student attendance (percent regular attenders),  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?)  Panorama student survey data  Please list other data sources used by your school to develop the SIP e.g., family surveys, student surveys, family partnership/volunteer opportunities; SEL instruction, Peace Path instruction for Problem Solving</i>
<b>Instructional Excellence</b> (and student learning)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward/Qmlative: Attendance  Homeroom: Grades K-6 i-Ready, Grades 1-6 Running records;  Grade K-6 Acadience (Dyslexia Screener)  OSPI state assessments: Grade K: WaKIDS; grades 3-6 and 10: SBA or WA-AIM math and reading; grades 4-6: percentage of students who achieved high learning growth; WIDA (ELPA21)  Classroom walkthrough tool focused on high-leverage Tier 1 core focusing on small group practices  instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.  Please list other data sources used by your school to develop the SIP  Imagine Learning for ML Learners, 95% Phonics implementation</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 various assessment tools (i-Ready, Acadience, 95%, Running Records) and using these tools the staff was able to drill down to areas of specific need. The SBA data shows that as a staff we have been able to drill down further to understand each and every students' individual story. Using the i-Ready data as our growth goal for the year transferred into growth on the SBA. The SBA from last year's growth improved by 8% more proficiency for our students in 3rd-6th grade going from 58% to 64% proficient. The students' data on SBA improved 11% in Math from 48% to 59% proficiency showing that there is a direct correlation between the number of students making adequate yearly gains, including our Multilingual Learners and our students with special needs based on the i-Ready goals for the year.

Disparities in SEL (Social Emotional Learning) 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 but for all classes. The team saw an increase in belonging after our Celebration of our Cultures event in the Spring. Therefore, it was decided to move this to the Fall to allow everyone to feel more comfortable at Sherwood sooner in the school year.

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 in ELA, Math and through engagement in the school.

Stakeholders are involved in the staff meetings, Leadership teams, the Equity team and the PSO. The information is shared and discussed at each level. Sherwood staff worked together to determine needs for each goal. 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. Identified students will go through the MTSS E3 process. The staff and the principal will be monitoring the strategies implemented and will revise the plan as needed. This will be ongoing work with all of the stakeholders.

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

The data has been shared with all stakeholder groups (staff, students in the Collective Community Council, PSO, the Diversity, Equity and Inclusion committee) and in collaboration determined ways to improve moving forward.

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.

**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?**

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. The inconsistencies with instruction caused teachers to have to reteach material after a year of not using the adopted district resources. Another challenge is that the lack of professional development for the literacy program has caused insecurity when teaching the materials. Having the 95% curriculum implemented with fidelity across all grade levels will be the foundation for consistency. In addition, the Units of Study implementation is being explicitly taught by a teacher that is trained from Teachers College, working directly with each grade level team.

Teachers are working hard to reach the needs of all students, aligning resources and using viable curriculum to meet all students' needs. They have used baseline data with high leverage strategies to use that as a guide for their instructional focus. All stakeholders are now instructing using district adopted materials.

In addition, the staff is working on determining Learning Targets that address the grade level standards that they are teaching each day.

**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 services without going through consistent procedures to account for specific needs. Core whole group instruction is not meeting the needs of the majority of students and teachers instructional strategies and tools were not helping 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.
- Implementing the Peace Path for SEL in the classroom and outside settings.
- Starting "What I Need" TIER II intervention support with second grade students after identifying their areas to improve and focusing on individual growth.

## 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, 65% of the students who start on grade level or above in grades 1-6 will reach their typical growth goal in reading yearly over the next three years as measured by i-Ready. In addition, 65% of the students who started below grade level in grades 1-6 will reach or surpass the typical growth goal as measured by i-Ready Reading Diagnostics.**

**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: Identify and implement instructional small group focus to meet areas of need. Differentiated and have fluid small groups in core reading instruction.	Principal and classroom teachers
Strategy 2: Identifying students phonemic awareness level to determine instructional focus to implement in the primary grades using Acadience, LAP, 95% and i-Ready.	LAP team, Principal, ML teacher, Primary teachers

How will we know that the strategy is working?		
Strategy 1: Implement instructional small group focus to meet areas of need. Differentiated and fluid small groups in core reading instruction.		
<b><i>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)?</i></b>		
<i>Mid-year Reflect and Revise plan</i>	<ul style="list-style-type: none"> <li>• i-Ready professional development for teachers provided by district</li> <li>• Teach 95% daily with fidelity</li> <li>• Staff learns 95% curriculum</li> <li>• Determine independent and instructional reading levels (Running Reading Records)</li> <li>• Create Google group documents to monitor discussions</li> <li>• Collaborate with team to determine small groups across 2nd grade and instructional focus</li> <li>• Create grade bands with collaborative times</li> <li>• Teachers observe other teachers as needed who piloted 95% last year</li> <li>• Reading data chats and goal setting with each group of students.</li> <li>• Use data chat conversations to compare with results from the Fall to Winter.</li> <li>• Share data and individual student needs with families of students</li> </ul>	i-Ready assessment reports Acadience 95% unit assessments WaKids Master Schedule Teacher planning Running Reading Record data Beginning of the Year Growth Goals



<p><i>End-of-year Reflect and Revise plan</i></p>	<ul style="list-style-type: none"> <li>• Continue i-Ready professional development for teachers provided by district</li> <li>• Determine resources being used for instruction at each grade level</li> <li>• Review implementation of balanced literacy framework and best practices</li> <li>• Use data chat conversations to compare with results from the Winter to Spring.</li> <li>• Use goal setting conversations from the Fall and Winter to compare to the Spring.</li> </ul>	<p><i>What evidence or data will we review?</i></p> <p>i-Ready assessment reports Acadience WaKids Teacher planning Teacher implementation Principal observation i-Ready reports Running Reading records data</p>
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<p><b>How will we know that the strategy is working?</b></p>		
<p>Strategy 2: Identifying students phonemic awareness level to determine instructional focus to implement in the primary grades using Acadience, LAP, 95% and i-Ready.</p>		
<p><b><i>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)?</i></b></p>		
<p><i>Mid-year Reflect and Revise plan</i></p>	<ul style="list-style-type: none"> <li>• Re-administer all student assessments using Acadience, LAP, 95% and i-Ready</li> <li>• Teach 95% daily with fidelity and identify resources for continued instruction with systems of accountability.</li> <li>• Align appropriate district resources to match instructional focus and needs to make teaching course corrections</li> <li>• Collaboration between grade level teams with support specialists in order to provide MTSS support.</li> <li>• Share data and individual student needs with families of students on a regular basis using a system to monitor progress.</li> </ul>	<p>i-Ready assessment reports Acadience 95% unit assessments WaKids Review disaggregated data Running Reading Record data</p>



<i>End-of-year Reflect and Revise plan</i>	<ul style="list-style-type: none"> <li>• Use data chat conversations to compare with results from the Winter to Spring.</li> <li>• Creation of MTSS effective team to support differentiation during core reading instruction.</li> <li>• Creation of a scope and sequence of collected instruction focus to plan for next school year.</li> </ul>	<p><i>What evidence or data will we review?</i></p> <p>i-Ready assessment reports Acadience Principal observation i-Ready reports Running Reading records data</p>
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**SIP Goal 2:** Between Fall of 2021 and Spring of 2024, 68% of the students who start on grade level or above in grades 1-6 will reach their typical growth goal in Math yearly over the next three years as measured by i-Ready. In addition, 65% of the students who started below grade level in grades 1-6 will reach or surpass the typical growth goal as measured by i-Ready Math Diagnostics.

***Theory of action***

If we provide targeted small group math instruction using a math curriculum aligned to the Common Core standards and Core 1 materials, then our students will make 5% growth in math on SBA 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: Differentiated and fluid small group instruction during math for students 1-6 in Tier 1 instruction.	Principal classroom teachers SSST teachers
Strategy 2: Students complete 2 i-Ready Math lessons a week or more.	Principal classroom teachers

How will we know that the strategy is working?		
Strategy 1: There will be evidence of student growth in their i-Ready Diagnostic scores and on classroom assignments.		
<b>What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes</b> (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
<b>Mid-year Reflect and Revise plan</b>	<ul style="list-style-type: none"> <li>Identify district core curriculum being used at each grade level</li> <li>Identify district resources being used for supplemental curriculum</li> <li>Teachers meet with small groups based on needs</li> <li>Analyze data, teachers identify small groups for instruction</li> <li>Classroom teacher tracks math skill mastery in small groups</li> <li>Teachers use i-Ready to individualize instruction while working in small groups</li> <li>Determine independent and instructional math levels</li> <li>Math data chats and goal setting with each group of students.</li> <li>Use data chat conversations to compare with results from the Fall to Winter.</li> <li>Small groups consistently being reevaluated for understanding and revising based on student attainment of skills as evidence from data sources</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Teacher data collection Data chat goals i-Ready lesson passing rates i-Ready participation rates i-Ready Diagnostics Principal observation</p>
<b>End-of-year Reflect and Revise plan</b>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>After reviewing the summative assessments, students in each small group will frequently being reevaluated for understanding and a revised instructional plan created based on student attainment of skills as evidence from data sources of assessments</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Teacher data collection Student data chat goals i-Ready lesson results Principal observation Teacher growth goals</p>

## How will we know that the strategy is working?

Strategy 2: Students complete 2 i-Ready Math lessons a week or more.

Students will pass lessons weekly and their math fluency and comprehension will improve in their i-Ready diagnostics. Students will do the 2 lessons per week and be recognized for their completion and passing.

**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*

- Weekly monitoring of passing rates for all students
- Identify curriculum goals aligned to instruction to be taught in small group work
- Teachers meet with small groups based on needs by utilizing MTSS. MTSS processes building wide determine fluidity of small groups.
- Teachers use i-Ready to individualize instruction while working in small groups
- Communicate with families regarding student achievement and importance of i-Ready usage
- Math data chats and goal setting with each group of students.
- Use data chat conversations to compare with results from the Fall to Winter.

*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?*

- After reviewing the summative assessments, students in each small group will be frequently reevaluated for understanding and a revised instructional plan created based on student attainment of skills as evidence from data sources of assessments

*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: Students and staff will feel “safe” and implement being “kind” through courageous conversations focused on challenging topics and utilizing the school’s behavior matrix and Social Emotional planning tools of a Peace Path.	All staff School psychologist SINC Counselor Principal

### ***How will we know that the strategy is working?***

Strategy 1:

- Our school panorama surveys will reflect students' increased sense of belonging.
- Our school created survey would show growth in the evidence of primary feelings.
- The behavior matrix will be evident in daily conversations and school wide conversations.
- Students will have tools for problem solving in all locations and know how to do utilize them independently.

***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)?***

<b><i>Mid-year Reflect and</i></b>	<b><i>What does this look like in action?</i></b> <ul style="list-style-type: none"> <li>• Hold assembly for K-1 to teach students school expectations.</li> </ul>	<b><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></b>
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<p><i>Revise plan</i></p>	<ul style="list-style-type: none"> <li>• Teachers teach school-wide behavior matrix expectations with student videos and staff modeling and problem solving.</li> <li>• Teaching and using the Peace Path to all grade levels to problem solve.</li> <li>• New counselor gets into the classroom for lessons and problem solves in common areas.</li> <li>• Principal models recognizing positive behavior with tickets and spirit sticks to proudly display.</li> <li>• Staff participate in identifying kindness through the campus (Wheel of Recognition)</li> <li>• SEL morning meeting 15-30 minutes a day per grade level</li> <li>• Mind Up lessons for Intermediate students</li> <li>• Communicate expectations with families (using different communication tools)</li> </ul>	<p>Diversity Equity and Inclusion team Review Panorama data Recognizing kindness and Wheel of recognition Student tickets Panorama data</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"> <li>• students take ownership of their feelings and actions</li> <li>• students use Peace Path on their own</li> <li>• students will be taught about the “Zones of Regulation” so they can identify and label their feelings</li> <li>• Teachers share equity activities with the staff</li> <li>• Continued communication with families through PSO updates, staff meetings, and family newsletters</li> <li>• Revise school expectations as needed</li> </ul>	<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?

<b>Name:</b>	<b>Role:</b>
<b>Robyn Saltzman</b>	<b>Principal</b>
<b>Kat Doyle</b>	<b>Paraeducator</b>
<b>Dave Sonnen</b>	<b>Librarian</b>
<b>Anne Floe</b>	<b>Music Teacher</b>
<b>Pamela Thain</b>	<b>PE Teacher</b>
<b>Stephanie Gwaltney</b>	<b>Special Education teacher</b>
<b>Malorie Cook</b>	<b>Kindergarten Teacher</b>
<b>Jennifer Roper</b>	<b>Special Education teacher</b>
<b>Elena Gordon</b>	<b>1st grade teacher</b>
<b>Laura Holt</b>	<b>2nd grade teacher</b>
<b>Laura Chapin</b>	<b>3rd grade teacher</b>
<b>Kathy Mindt</b>	<b>4th grade teacher</b>
<b>Michelle Alderson</b>	<b>5th grade teacher</b>
<b>Joseph Wildenhaus</b>	<b>5th grade teacher</b>
<b>Theresa Chase</b>	<b>6th grade teacher</b>
<b>Jenni Hanson</b>	<b>6th grade teacher</b>

Deirdre Collins	LAP Teacher
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**Links to supporting documents**

- [2021-26 Edmonds Strategic plan](#)
- [2023-24 Reflect and Revise Summary](#)

Strategy 1: Model school-wide expectations with student videos and staff modeling and problem solving. Teaching the Peace Path to all grade levels at recess. New counselor gets into the classroom for lessons and problem solves in common areas. Principal models recognizing positive behavior with tickets and spirit sticks to proudly display.

Strategy 2: Revise student survey to limit pictures of adults they feel connected to in order to not overwhelm the students. Give students survey earlier in the school year.