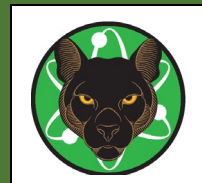




School Improvement Plan Sherwood Forest Elementary School



Bellevue School District Vision

To affirm and inspire each and every student to learn and thrive as creators of their future world.



What is unique about Sherwood Forest Elementary School?

- STEAM school (Science, Technology, Engineering, the Arts, and Mathematics) – our curriculum utilizes project-based learning and design challenges to grow students’ problem-solving skills and critical thinking.
- Spanish Dual Language school – our school upholds the 3 pillars of dual language education: bilingualism/biliteracy, high academic achievement in both program languages, and sociocultural competence.
- PACIFIC program – our PACIFIC program serves students with significant developmental and intellectual disabilities. We value inclusion in our school community and fostering the independence of our students with special needs.

Inside:

- Student Voice and Agency
- Educational Excellence
- Equity Commitments
- School Profile

See Appendix for School Profile



Student Voice and Agency

Each student holds the power to shape their own future and have a positive impact on the world they inhabit. In recent years, we have observed an increase in student involvement at all levels, including Board meetings. Students have come forward to discuss crucial issues impacting their well-being and academic success. They have proudly celebrated their successes and courageously drawn attention to systemic inequities and barriers to student achievement. In this School Improvement Plan (SIP), we will prioritize student voice and agency as a key initiative to transform students’ learning experiences.

As a school that houses a monolingual English program, a Spanish Dual Language program, and the PACIFIC special education program, we are committed to empowering all students, regardless of linguistic background and/or (dis)ability. Understanding the unique strengths and challenges that each student brings to school is the foundation of our work.

❖ **Goal:** Elevate student voice and agency to cultivate well-being and joy while transforming learning experiences in the classroom and school community.

❖ **Measures and Levels of Evidence**

Map-Level Data:

Panorama Survey School Climate Domain - Sense of Belonging (% favorable responses, grades 3-5):				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	75% (134)	66% (146)	75%	
Asian	69%	69%	75%	
Black	75%	58%	75%	
Hispanic	75%	69%	75%	
Multi-ethnic	*	*	75%	
White	79%	63%	75%	
Students w/IEPs	79%	61%	75%	
English Learners	72%	69%	75%	
Low Income	72%	66%	75%	

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Panorama Survey, additional questions on Student Voice & Agency (% favorable responses, grades 3-5):				
<i>“Are there opportunities for you to participate in this class?”</i>				
<i>“Does this teacher invite students’ culture and experiences into the classroom?”</i>				
<i>“How sure are you that you can complete all the work that is assigned in your class?”</i>				
<i>“How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?”</i>				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	n/a	n/a	75%	
Asian			75%	
Black			75%	
Hispanic			75%	
Multi-ethnic			75%	
White			75%	

Students w/IEPs	75%	
English Learners	75%	
Low Income	75%	

Street-Level Data:

As we work towards these goals, we will use a blend of strategies to monitor progress, including **equity-focused classroom scans** (in which we look for street-level indicators of belonging and student ownership, for example, participation levels across subgroups, culturally responsive curriculum choices, ratio of student : teacher voice, and evidence of project-based learning) and the use of **focal students** in our grade-level PLCs (students deliberately selected for focus based on factors including academic performance, behavior, language proficiency, etc.).

❖ **Summary of Evidence**

- From the Spring of 2022 to the Spring of 2023, our overall sense of belonging declined, with declines among all subgroups except students identifying as Asian (this group remains flat after a decline the previous year). All of these declines were meaningful, but were most dramatic among students with IEPs, students identifying as White, and students identifying as Black. As a school community, we have always prided ourselves on our higher-than-district-average sense of belonging, and to see it decline is concerning to us. This decline coincides with increased climate/culture challenges we have faced since the COVID-19 pandemic (see next section).

❖ **Equity Challenges**

- Since the end of the COVID-19 pandemic, we have noticed a significant increase in the amount of racialized language used by students, including slurs and language tied to stereotypes. We have also noticed an increase in the amount of homophobic language school-wide. We believe that these challenges play a significant role in the decline we see in our sense-of-belonging data.

Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong literacy and math skills are critical to preparing students for rigorous high school courses and post-secondary learning.

- ❖ **Goal #1--Literacy:** Increase the percentage of students meeting or exceeding proficiency standards in **reading** by the end of Grade 3.

❖ **Measures and Levels of Evidence**

Satellite and Map-Level Data:

Star Reading Proficiency – Grade 3				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual
All Students	47% (49)	37% (57)	50%	
Asian	50%	45%	60%	

Black	60%	*	72%	
Hispanic	26%	17%	31%	
Multi-ethnic	*	*	*	
White	71%	47%	85%	
Students w/IEPs	14%	25%	30%	
English Learners	20%	7%	24%	
Low Income	38%	21%	46%	

* Groups of fewer than 5 students are not included to protect confidentiality.

Smarter Balanced Proficiency – Grade 3			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	50.0% (46 stu)	62%	
Asian	75.0%	90%	
Black	50.0%	60%	
Hispanic	26.3%	32%	
Multi-ethnic	75.0%	90%	
White	71.4%	85%	
Students w/IEPs	50.0%	60%	
English Learners	25.0%	30%	
Low Income	37.9%	48%	

Street-Level Data:

Our use of focal students in our grade-level PLCs will serve as the street-level data-gathering opportunity when it comes to reading proficiency. These students were selected as **focal students** based on a combination of academic, behavioral, language, and other characteristics. As a group, these focal students represent the challenges and opportunities we face as a larger school community – we believe that their experiences throughout the year will give us useful insight into our efforts at improving reading proficiency.

❖ **Summary of Evidence**

This satellite-level data, which is gathered from two different cohorts of children (third graders in Spring of 2023 and third graders in Fall of 2023), does not tell us much about growth, but it does reflect some of the persistent gaps among subgroups that we work hard to close. For example, students identified as Hispanic, English language Learners, low-income, and students with IEPs all perform significant below the average. We believe that some of these gaps can be attributed to the differences in expected language development between students in our monolingual English program (for whom the tests referenced above were designed) and students in our two-way Spanish bilingual program, who, according to the research, grow as readers following a unique trajectory. On the positive side, we are very proud of the amount of students demonstrating higher-than-expected levels of reading growth between the time they start the school year and the time they end it. An impressive 2/3 of our students demonstrated high growth in reading proficiency over the course of the 2022-23 school year. This momentum will help us move them closer to proficiency in subsequent grade levels.

❖ **Equity Challenges**

- There are significant gaps in literacy achievement depending on subgroup, with students identified as Hispanic, students with IEPs, English Language Learners, and low-income students particularly impacted.

❖ **Goal #2—Math:** Increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 5.

❖ **Measures and Levels of Evidence**

Satellite and Map-Level Data:

Star Math Proficiency – Grade 5 (English/Spanish combined)				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual
All Students	39% (57)	23% (48)	44%	
Asian	71%	22%	85%	
Black	20%	*	24%	
Hispanic	23%	11%	28%	
Multi-ethnic	60%	*	72%	
White	54%	40%	65%	
Students w/IEPs	*	13%	17%	
English Learners	14%	0%	19%	
Low Income	26%	8%	31%	

* Groups of fewer than 5 students are not included to protect confidentiality.

Smarter Balanced Math Proficiency – Grade 5			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	39.3% (56 stu)	45%	
Asian	71.4%	85%	
Black	0	25%	
Hispanic	20.0%	25%	
Multi-ethnic	60.0%	72%	
White	69.2%	83%	
Students w/IEPs	0	50%	
English Learners	4.8%	10%	
Low Income	5.6%	10%	

Street-Level Data:

Our use of **focal students** in our grade-level PLCs will serve as the street-level data-gathering opportunity when it comes to math proficiency. These students were selected as focal students based on a combination of academic, behavioral, language, and other characteristics. As a group, these focal students represent the challenges and opportunities we face as a larger school community – we believe that their experiences throughout the year will give us useful insight into our efforts at improving math proficiency.

❖ **Summary of Evidence:**

This satellite-level data, which is gathered from two different cohorts of children (third graders in Spring of 2023 and third graders in Fall of 2023), does not tell us much about growth, but it does reflect some of the persistent gaps among subgroups that we work hard to close. For example, students identified as Hispanic, Black, English language Learners, low-income, and students with IEPs all perform significantly below the average. On the positive side, we are very proud of the amount of students demonstrating higher-than-expected levels of math growth between the time they start the school year and the time they end it. An impressive 2/3 of our students demonstrated high growth in math proficiency over the course of the 2022-23 school year. This momentum will help us move them closer to proficiency in subsequent grade levels – we’d like to maintain this level of high growth for this new cohort of students. Additionally, we have reason to believe that the impacts of our new math curriculum and targeted after-school tutorials for 3rd graders are beginning to show up in the data: 52% of 3rd graders met or exceeded standards on the mathematics SBA. The interventions done with this cohort were expanded for the 2023-24 school year.

❖ **Equity Challenges**

- There are significant gaps in literacy achievement depending on subgroup, with students identified as Hispanic, students with IEPs, English Language Learners, and low-income students particularly impacted.

Equity Commitments

All students have an inherent right to an equitable, accessible, inclusive, and culturally-responsive learning environment.

Based on instructional priorities at the P-5 level, elementary schools are all focusing on Equitable Access to High Quality Instruction as a top equity commitment. Elementary Schools may elect to select an additional Equity Commitment of focus on for the 2023-2024 school year but are not required to do so.

❖ **Goal/Equity Commitment:**

- **Equitable Access to High Quality Instruction: Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.**

❖ **Measures and Levels of Evidence**

Satellite and/or Map-Level Data:

Equity Commitment Satellite/Map Data			
Student Groups	Spring 2023 - STAR	Spring 2024 Target - STAR	Spring 2024 Actual

All Students	39% Math*, 47% Reading*	44% Math*, 50% Reading*	
Asian	71% Math, 50% Reading	Shrink subgroup gaps	
Black	20% Math, 60% Reading	Shrink subgroup gaps	
Hispanic	23% Math, 26% Reading	Shrink subgroup gaps	
Multi-ethnic	60% Math, * reading	Shrink subgroup gaps	
White	54% Math, 71% Reading	Shrink subgroup gaps	
Students w/IEPs	* Math, 14% Reading	Shrink subgroup gaps	
English Learners	14% Math, 20% Reading	Shrink subgroup gaps	
Low Income	26% Math, 38% Reading	Shrink subgroup gaps	

*Math = as measured by 5th grade STAR; Reading = as measured by 3rd grade STAR

Street-Level Data:

Our use of **focal students** in our grade-level PLCs will serve as the street-level data-gathering opportunity when it comes to more equitable access to higher-quality instruction. These students were selected as focal students based on a combination of academic, behavioral, language, and other characteristics. As a group, these focal students represent the challenges and opportunities we face as a larger school community – we believe that their experiences throughout the year will give us useful insight into our efforts at shrinking performance gaps among the various subgroups, as measured by STAR.

❖ Summary of Evidence

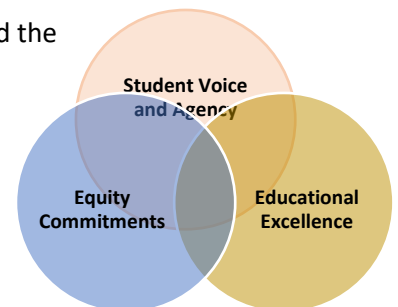
- There are significant gaps in literacy achievement depending on subgroup, with students identified as Hispanic, students with IEPs, English Language Learners, and low-income students particularly impacted.

❖ Equity Challenges

- The gaps described above have persisted over time, and were made worse by the COVID-19 pandemic. Approaching the work of closing these gaps from an asset-focused stance and in a way that does not lead to hypervisibility and restrict access to grade-level, Tier 1 instruction is our primary equity challenge.

Key Improvement Strategies

Continuous school improvement requires ongoing learning, reflection, collaboration, and the implementation of evidence-based best-practices. The strategies identified below represent our key improvement strategies to achieve our goals this year. These strategies incorporate both new thinking and previous years’ strategies that have proven to be effective. Our guiding principles for improvement strategies are to 1.) foster equitable outcomes for all subgroups and 2.) to support our students in a way that is culturally responsive and honors their unique linguistic backgrounds and ability levels.



1. **Strategy #1: Daily Social Emotional Learning Time** – every classroom is implementing a daily SEL block/community circle at the beginning of the day. This time is focused on building a sense of community, revisiting school-wide and classroom expectations (as needed) and developing social and emotional learning. New this school year will be a specific emphasis on racialized/homophobic language and how to be an “upstander” in the face of racialized/homophobic aggression. We believe that this daily social-emotional learning time will help foster a sense of inclusion and belonging at the school, particularly for negatively impacted subgroups. We will engage our RE&I, Student Well-Being, and Building Leadership Teams to brainstorm topics and lessons to respond to ongoing issues.
2. **Strategy #2: Increase the Level of Rigor in ELA Instruction** - Data indicate a need to focus on tier 1 instruction. We continue to build on our strengths around culturally responsive texts and instruction as well as language acquisition strategies such as GLAD (Guided Language Acquisition Design) by focusing as a whole staff on ensuring rigorous text complexity and instruction that matches grade level standards without over-scaffolding. Newer this year will be an additional professional development emphasis on the science of reading, especially for students struggling with decoding K-5 and particularly for students in the intermediate grades.
3. **Strategy #3: Increase the Level of Rigor in Mathematic Instruction** – We will continue to implement the Illustrative Mathematics Curriculum, using pre-assessments to target intervention/extension to those who need it. We will couple this with high-quality opportunities for language outputs (speaking, writing). Our WIDA score distribution indicates that these opportunities are crucial for student growth. Finally, we will make targeted use of after-school tutoring in our 3rd grade cohort (focusing on both English monolingual and Spanish Dual Language students) to move approximately 20 students performing slightly below standard into the at/above category by the end of April.

School Overview

Sherwood Forest is a diverse community of educators, families, and students committed to providing an inclusive environment and a rigorous education for all. We are proud to house both the PACIFIC special education program as well as a Spanish Dual Language program. As a STEAM school (Science, Technology, Engineering, Arts, and Mathematics), we prepare our globally competent students for the future through a focus on computer science and project-based learning.

16411 NE 24th St
Bellevue, WA 98008

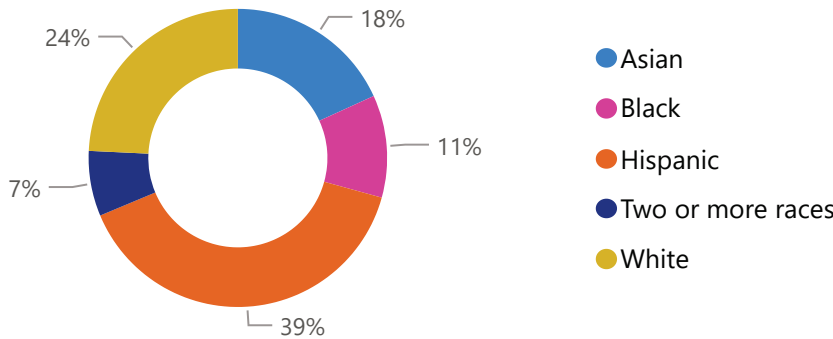
<http://www.bsd405.org/sherwoodforest>
425-456-5700
Estella Weigand

Sherwood Forest es una comunidad diversa de educadores, familias y estudiantes comprometidos a proporcionar un entorno inclusivo y una educación rigurosa para todos. Estamos orgullosos de albergar tanto el programa de educación especial PACIFIC como un programa bilingüe en español. Como escuela STEAM (Ciencia, Tecnología, Ingeniería, Artes y Matemáticas), preparamos a nuestros estudiantes globalmente competentes para el futuro a través de un enfoque en la informática y el aprendizaje basado en proyectos.

Programs Offered

STEAM School, Spanish Dual Language, Pacific Program (Special Education)

Racial Diversity



School & Student Characteristics ¹

Sherwood Forest Elementary School District Elementary Average ²

	Sherwood Forest Elementary School	District Elementary Average
Enrollment (10/3/2022)	341	411
Average Attendance Rate	92%	94%
Eligible for Free/Reduced Price Meals	54%	21%
Receiving Special Education Services	18%	9%
English Language Learners	46%	25%
First Language Other Than English	54%	45%
Mobility Rate ³	22%	16%

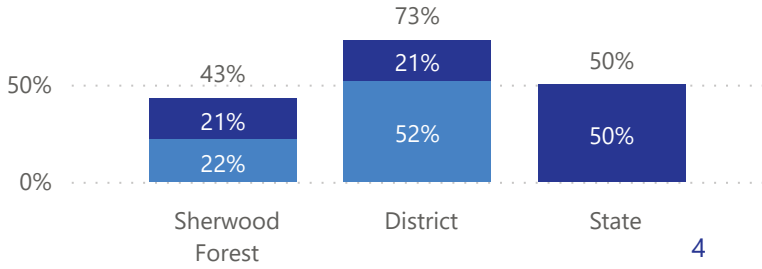
Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2023)

Percentage of Students Meeting / Exceeding Standards

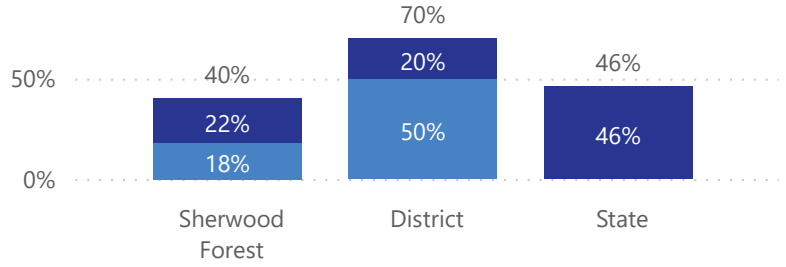
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



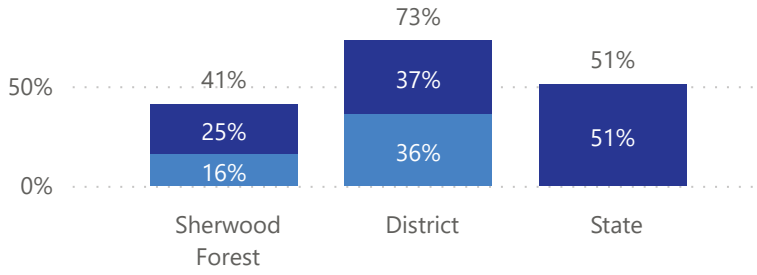
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

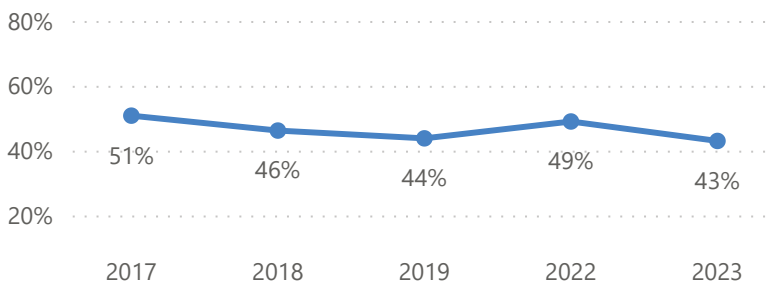
● Exceeds Standards ● Meets Standards



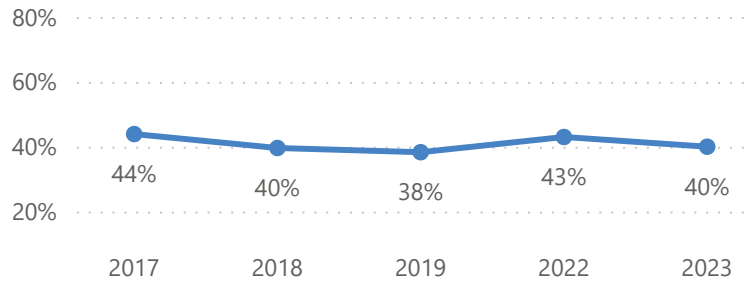
Sherwood Forest State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

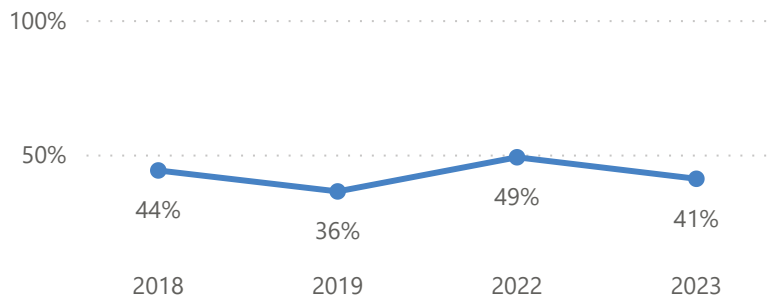
SBA: English Language Arts



SBA: Math



WCAS: Science



Glossary

Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services Neighborhood schools provide a continuum of special education services.

We provide specialty centers as well:

- * **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
- * **Evergreen** program to serve young adults (ages 18-21) with disabilities.
- * **Olympic** program to support students on the autism spectrum.
- * **Pacific** program for students with significant developmental and intellectual disabilities.
- * **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics

Data are from October 3, 2022 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."