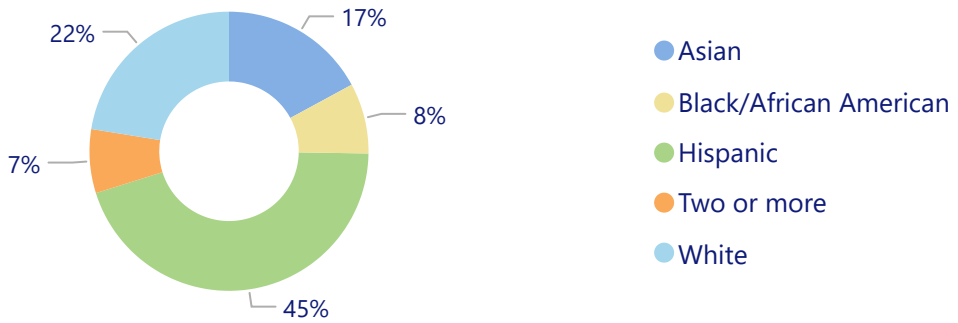
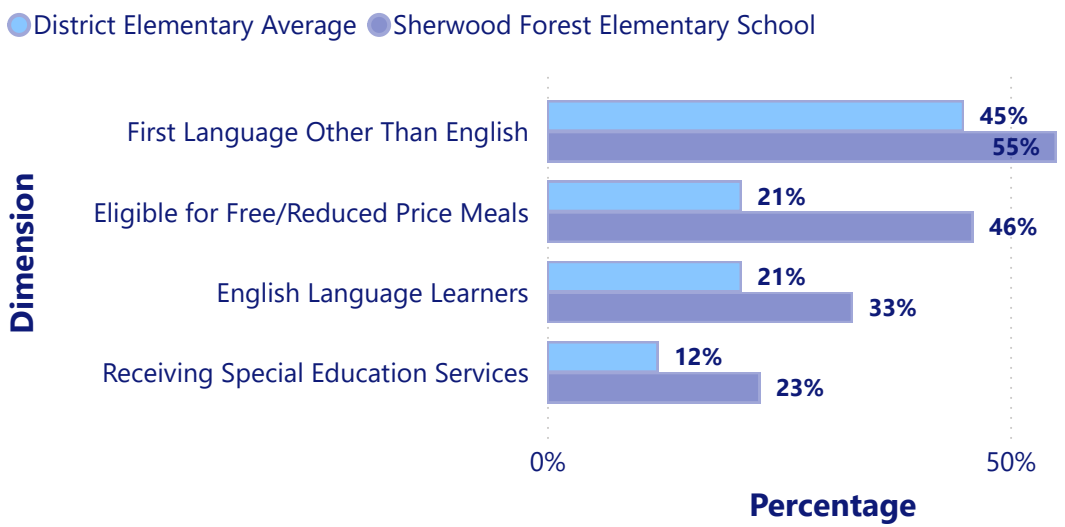
Sherwood Forest Elementary School

Racial Diversity



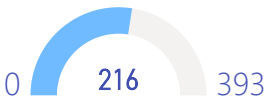
School vs. District Student Metrics



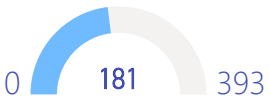
Enrollment: P-5

393

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners



Receiving Special Education Services



Sherwood Forest STEAM Elementary School

School Improvement Plan 2024-25

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Sherwood Forest STEAM school (Science, Technology, Engineering, the Arts, and Mathematics) is a building in which our curriculum utilizes project-based learning and design challenges to grow students' problem-solving skills and critical thinking. We house a 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. We house a PACIFIC program – our PACIFIC program serves students with significant developmental and intellectual disabilities. We believe in strength in diversity and embrace the over twenty-three languages that our community brings to our building. We value inclusion in our school community and fostering the independence of our students with special needs.

School Improvement Plan Priorities

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School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District **Strategic Plan** Priorities:

Cultivating Student Engagement and Learning

We have ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experience a genuine sense of belonging. Our beloved community thrives when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we are ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.

Student Engagement and Learning

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Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE
Spring 2024 data shows that 45% of our current 4th grade students passed ELA on the SBA. Of those 4th graders, only 28% of our MLL students passed the ELA portion of the SBA. Attendance data from the 23/24 school year shows that 85% of MLL students are coming to school 90% of the time. This shows us that, for the most part, our MLL students are here in the building and receiving instruction. We will continue to monitor this data for any changes and keep in mind the effect that this can have on our MLL students. The WIDA assessment for students who are multilingual learners identifies students' proficiency levels in acquiring English on a 6-level system, 1 being the least proficient and 6 being the most proficient. There are 30 4th grade students at Sherwood Forest who have been identified as MLL students. Four of these students are in our Pacific Program and take alternate assessments therefore they have not been included in this data. For SIP progress monitoring purposes, we will be monitoring the data of 26 4th grade MLL students at Sherwood Forest. Our student's levels of proficiency are: - Level 1: 8 students - Level 2: 4 students - Level 3:13 students - Level 4: 1 student
Currently, as measured by our FALL 2024 STAR Reading Assessment, 37% of our 4th grade students are on track to pass ELA SBA. Of the students who take the STAR reading assessment, 26 4th graders have been identified as MLL students. Only 9% of MLL students schoolwide are projected to pass ELA SBA this Spring. When current 4th grade students were in 3rd grade, several of our MLL students of concern already had Individualized Improvement Plans in Reading. The goal of the plans is to develop and provide targeted support to help bring students up to grade level in reading while monitoring progress.

	Plans are not developed for students who already have IEPs in Reading and/or who have received MLL services for less than 3 years. Out of our 26 current 4th grade students who are MLL, 6 qualified for IIP plans last school year and received reading interventions as well as frequent progress monitoring. Out of those 6, all 6 were also identified this Fall as continuing to need specialized support and IIP plans in Reading. The Spring 2024 TRC data from our current 4th grade MLL students who are not in the PACIFIC program shows that 81% of these students scored below or far below grade level expectations on the TRC assessment which measures reading accuracy and comprehension. The same students scored 65% below grade level standards in fluency and decoding skills. This data suggests that most of these students will need supports in decoding, or reading the words, in English text, as well as comprehension supports so that they understand what they are reading.
	Over the last year, Sherwood Forest has engaged our students in monitoring their sense of belonging and engagement in literacy through Empathy Interviews in targeted classrooms. We plan to expand this method of hearing students' voices in their response to literacy this year. Below are themes that were apparent in our MLL students' responses from Spring 24 interviews: - Engagement in the books they are reading: enjoying the topics and connection to science - Value in time to read to self: enjoyment of self-selecting texts to read, practice applying taught phonics skills, accessibility to online texts. - Students also commented on the value of learning new vocabulary words, applying what they learn through writing, and being able to explain what they have learned.

Student Engagement and Learning Equity Imperative

Sherwood Forest Elementary is a vibrant, Spanish dual language school that houses a Pacific Program and fosters a strong sense of community and belonging for all families. As a STEAM-focused school, it provides students with a rich curriculum that emphasizes science, technology, engineering, arts, and math, ensuring they develop the skills needed for future success. The school takes pride in its inclusive environment, celebrating the unique and diverse backgrounds of its students. Sherwood Forest values strong family partnerships and is committed to creating a space where every child feels supported and empowered to thrive academically, socially, and emotionally.

At Sherwood Forest Elementary, we are committed to improving literacy achievement for all students through a comprehensive, school-wide approach. Our efforts focus on providing targeted instruction, using research-based literacy practices, and incorporating culturally responsive teaching strategies. To ensure that all Sherwood students, especially those who need additional support, receive the tools for success, we will closely monitor fourth-grade multilingual learners as part of our School Improvement Plan (SIP). Our current data has shown that this group requires the most support, and we will implement specific interventions to address their needs.

Key Improvement Strategies

At Sherwood Forest Elementary, we are dedicated to enhancing literacy outcomes for all students through the implementation of Tier 1 literacy curriculum and ongoing professional development. We will monitor our progress by evaluating data on our 4th grade MLL students.

The Key Improvement strategies that Sherwood Forest staff members are committed to are outlined below.

1. **Ongoing professional development for staff to strengthen literacy outcomes for every student:** Throughout the year, components of our regularly scheduled Building and District Directed Professional Development (BDPD & DDPD) sessions will focus on literacy topics such as Peer Literacy Walk-Throughs and Literacy Student Conferences, which are explained in more detail below. In addition, our MLL Facilitator, and ITCL have partnered to offer an Educator Directed Professional Development (EDPD) series that includes four 2-hour sessions for educators to learn about strategies to help MLL students access literacy content within our new ARC curriculum. Strategies that will be taught during the EDPD sessions are outlined in more detail below under "Specific Oracy Strategies Professional Development". On top of these professional development opportunities, 17 certificated staff members at Sherwood Forest have completed, or are currently enrolled in, a BSD sponsored LETRS (Language Essentials for Teachers of Reading and Spelling) professional development program that supports educators in teaching reading, spelling, and related language skills.
2. **Peer Literacy Walk-Throughs**: This school year, staff will receive professional development on the implementation of conducting Peer Literacy Walk-Throughs during our November BDPD session. As grade level teams we will focus on a literacy strategy which we can observe in each other's classrooms and learn best practices from each other and to collect data on how students are responding to the strategies.
3. **Literacy Student Conferences**: This school year, staff will receive professional development on the implementation of holding Student Literacy Conferences during our January BDPD session. A Student Literacy Conference is a one-on-one discussion between the teacher and the student about their reading and writing progress. These conferences help teachers understand a student's strengths and areas for improvement and help students set goals for future learning. Teachers will learn about implementation class wide but will select a few focus students to monitor data and collect feedback from this school year.
4. **Specific Oracy Strategies Professional Development**: The MLL facilitator, Co-teacher, and ITCL at Sherwood Forest will offer a four-session Professional Development series that focuses on Literacy and Language Access strategies for all students and is backed by research to strengthen MLL students' oral development. The specific strategies that this PD series will focus on a collection of Guided Language Aquisition Design (GLAD) and strategies designed for Bilingual learners such as Input Charts, Sentence Patterning Charts, and Cooperative Strip Paragraphs. Strengthening students' oral language and written skills will provide all students, and especially MLL students, with tools to communicate in all areas, including their comprehension of text, which will be measured in our SBA, STAR, and TRC assessments.
5. **Empathy Interviews:** We will conduct interviews with 2-3 students per classroom on a 1:1 basis, 3 times a year, to capture their insights and experiences with our new literacy curriculum. This ensures that their voices shape a more inclusive and responsive learning environment. We will monitor our progress and understanding of the student experience by analyzing data of 4th grade MLL students and draw connections to their responses and their achievement data.
6. **Professional Learning Communities:** Sherwood Forest staff will continue to meet weekly as Professional Learning Communities (PLC's) where educators collaboratively gather and analyze literacy data to monitor progress and inform instruction. They will plan to put into practice the skills and strategies they have gained throughout our comprehensive and yearlong Professional Development plan that is outlined above.

Monitoring and Measuring Success

MONITORING SUCCESS

SATELLITE data



- **SBA Spring** 2025, 4th grade literacy data: Collected yearly in the Spring, Admin team will give teachers their student's data in the fall (4th and 5th grade), and Admin team will track historical data throughout the years and share with all staff in the fall.
- **Attendance data** will be gathered and monitored following BOY, MOY and EOY assessment windows though our schoolwide synergy attendance system. Additionally, the building Attendance team meets bi-weekly, and administration and families are notified if negative attendance trends are starting to occur.
- **WIDA data** will be collected yearly in the Spring, MLL facilitators give teachers their student's data in the fall, and MLL facilitators track historical data throughout the years and share with building administration.

MAP data here



- **STAR data** will be collected school wide (1st-5th grade) and monitored in grade level PLCs for student success following BOY, MOY, and EOY testing windows. For SIP purposes, we will analyze 4th grade MLL STAR reading data as an indicator of our school-wide success for MLL students since this is a group that we have historically seen not meeting grade level standard.
- **TRC data** will be collected school wide (K-2nd grade) as well as for any 3rd-5th grade student who has not met benchmark progress on the Reading STAR assessment. The data will be monitored in grade level PLCs for student success following BOY, MOY, and EOY testing windows. For SIP purposes, we will analyze 4th grade MLL TRC reading data as an indicator of our school-wide success for MLL students since this is a group that we have historically seen not meeting grade level standard.
- **DIBELs data** will be collected school wide (K-2nd grade) as well as for any 3rd-5th grade student who has not met benchmark progress on the Reading STAR assessment. The data will be monitored in grade level PLCs for student success following BOY, MOY, and EOY testing windows. For SIP purposes, we will analyze 4th grade MLL DIBELs reading data as an indicator of our school-wide success for MLL students since this is a group that we have historically seen not meeting grade level standard.
- **Individualized Improvement Plans** in reading will be created for all 3rd and 4th grade students who did not meet grade level expectations on BOY reading assessments. The goal of the plans is to develop and provide targeted support to help bring students up to grade level in reading, while monitoring progress. Plans are not developed for students who already have IEPs in Reading and/or who have received MLL services for less than 3 years. In collaboration with LAP reading interventionists, classroom teachers, and families, individual goals are set for each student. Progress towards these goals is monitored and communicated throughout the year.

STREET data



- **Empathy Interviews:** Three times a year at the end of the BOY, MOY and EOY cycles the building ITCL will conduct empathy interviews for 2-3 students in each classroom. Administration will gather student feedback 2-3 times a year at the end of the BOY, MOY and EOY cycles from Spanish speaking students in the dual language program. The percentage of MLL students interviewed reflects the 46% of MLL students that Sherwood currently houses.

- **Student Literacy Conferences:** This school year, staff will receive professional development on the implementation of holding Student Literacy Conferences. A Student Literacy Conference is a one-on-one discussion between the teacher and the student about their reading and writing progress. These conferences help teachers understand a student's strengths and areas for improvement and help students set goals for future learning. Teachers will learn about implementation class wide but will select a few focus students to monitor data and collect feedback from this school year. The data will be collected periodically throughout the year and teachers will submit student feedback to administration at MOY and EOY windows.

Sustainability

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Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.



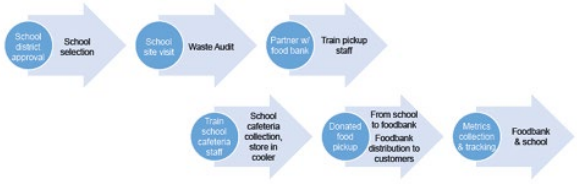
Goal:

Educate students on the problem of wasted food and this is done by encourage activities that prevent wasted food, educate children about food insecurity in their community, redirect consumable food within the school or to hunger relief organization, minimize the cost to schools of wasted food and the associated environmental impacts.

Actions:

We have been working with Hopelink since September to be part of the School Food Share Program in BSD. Hopelink is working with BSD Nutrition Services to finalize what is needed to begin the program at Sherwood Forest (refrigerator, plastic containers, ice packs).

Monitoring and Measuring Success:



Sherwood Forest STEAM Elementary is excited to launch its first-ever Food Share program in partnership with Hopelink. As this is the program's inaugural year, the school is eager to receive any savings of food or donations, no matter the size, which will be distributed amongst the school community and sent to the local food bank. By encouraging contributions of uneaten food, the program aims to minimize food waste while helping the community. Looking ahead, the school plans to implement student food surveys to gather feedback on preferred and less preferred meals, which will help further reduce food waste in the coming years.

A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.

Satellite Data: Student Well-Being

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Student Well-Being

	Sense of Belonging (Grades 3-5)		Student Engagement (Grades 3-5)	
Student Groups	Spring 2024	Spring 2025	Spring 2024	Spring 2024
All Students	61%		75%	
Asian	54%		67%	
Black/African American	*		*	
Hispanic	71%		78%	
Multi-ethnic	49%		79%	
Native American	*		*	
Pacific Islander	*		*	
White	58%		76%	
Students with Disabilities	63%		67%	
English Learners	64%		75%	
Low Income	65%		75%	

Satellite Data: Literacy

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The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 3: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 3	**43%**	**50%**	**51%**	**45%**	
Asian	*	80%	*	55%	
Black	*	*	*	*	
Hispanic	11%	42%	28%	20%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	*	n/a	
White	59%	53%	71%	75%	
Low Income	38%	25%	41%	22%	
English Learners	15%	12%	22%	28%	
Students with Disabilities	*	*	*	*	

Grade 4: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 4	**47%**	**51%**	**39%**	**51%**	
Asian	*	80%	*	*	
Black	67%	*	*	*	
Hispanic	22%	31%	30%	25%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	*	*	*	
White	65%	75%	47%	77%	
Low Income	24%	29%	27%	35%	
English Learners	0%	14%	11%	33%	
Students with Disabilities	*	*	*	*	

Grade 5: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 5	**41%**	**50%**	**43%**	**39%**	
Asian	80%	*	*	*	
Black	*	*	*	*	
Hispanic	18%	45%	27%	32%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	n/a	*	*	
White	47%	57%	64%	60%	
Low Income	32%	24%	35%	23%	
English Learners	17%	15%	5%	0%	
Students with Disabilities	*	*	*	*	

Satellite Data: Attendance

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Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	**89%**	**81%**	
Asian	88%	83%	

Black	90%	73%	
Hispanic	86%	83%	
Multi-ethnic	100%	76%	
Native American	*	n/a	
Pacific Islander	*	*	
White	91%	82%	
Students with Disabilities	78%	67%	
English Learners	88%	85%	
Low Income	86%	76%	