

## THREE-YEAR PLAN

# Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

*Template Revised 08/06/2024*

## 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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

**Our School Name** Sherwood Elementary School

**Current School Year** 2025-2026

## Section 1. Our School

Sherwood Elementary School was established in 1967 and is now home to 530 students in Kindergarten through 6th grade. Sherwood resides in a quaint community in Edmonds with a diverse student population. The students of the Sherwood community are 62% white, 16% Hispanic/Latino, 5% Black/African American, and 11% of two races or more. 8% of the population are English Language Learners, and 21% are low-income families. This year, we have seen a 20% drop in white students and have become more diverse. We welcome the Madrona Heights community with affordable housing/low-income housing, increasing our diverse community. This has also grown our Sherwood family by more than 50 new students from last year.

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, Skate Night, 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. The PSO has collaborated with the school to create schedules for volunteers in the classroom and our new WATCH D.O.G.S. program. Sherwood has a summer reading challenge that 22% of the students participated in, up from 5% in the 22-23 school year. Sherwood participates in the district's "Best Books" and a public library 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 to do the best for kids each day. This year, the staff is taking on a new professional development by working with Shannon Kiebler and the Math Genius Squad to improve their instruction.

| <b>Group</b>                                  | <b>Number of Students</b> | <b>% of Students</b> | <b>Group</b>                      | <b>Number of Students</b> | <b>% of Students</b> |
|-----------------------------------------------|---------------------------|----------------------|-----------------------------------|---------------------------|----------------------|
| <b>Enrollment (September)</b>                 | 530                       | NA                   | <b>Two or More Races</b>          | 59                        | 11.1%                |
| <b>American Indian/Alaskan Native</b>         | 4                         | <1%                  | <b>English Language Learners</b>  | 40                        | 7.5%                 |
| <b>Asian</b>                                  | 27                        | 5.1%                 | <b>Homeless/McKinney-Vento</b>    | 9                         | 2%                   |
| <b>Black/African American</b>                 | 24                        | 4.5%                 | <b>Low Income</b>                 | 111                       | 21%                  |
| <b>Hispanic/Latino</b>                        | 78                        | 14.63%               | <b>Section 504</b>                | 27                        | 5%                   |
| <b>Native Hawaiian/Other Pacific Islander</b> | 7                         | 1.3%                 | <b>Students with Disabilities</b> | 78                        | 16.8%                |
| <b>White</b>                                  | 334                       | 62%                  | <b>Student Mobility</b>           | 27                        | 5.5%                 |

## 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 School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

#### ***Equity (such as student demographics, listening sessions)***

- ☒ Student demographics
- ☒ Employee demographics
- ☐ Enrollment in advanced courses and specialized programs
- ☒ Opportunity gaps in academics, social-emotional learning, and discipline
- ☒ Family Surveys
- ☒ Special education and least restrictive environment data
- ☒ Other

#### ***Engagement (such as school culture and climate)***

- ☒ State data on students who are regular attenders
- ☒ District attendance data
- ☒ Exclusionary discipline data
- ☒ Student survey data
- ☒ Family survey data
- ☒ Family partnerships
- ☒ Participation in events and volunteer opportunities
- ☒ Other

### ***Instructional Excellence (and student learning)***

#### **All Students**

- ☒ State ELA assessment
- ☒ State math assessment
- ☒ WCAS and/or WA-AIM
- ☒ State student growth
- ☒ Grade level on-track indicators
- ☒ Acadience

- ☒ Classroom observation tool
- ☐ Other

#### **Elementary**

- ☒ State WaKIDS
- ☒ i-Ready reading
- ☒ i-Ready math
- ☒ Running Records
- ☐ Pre/post assessments
- ☐ Student data chats

#### **Secondary**

- ☐ State graduation rates
- ☐ State dropout rates
- ☐ State ninth grade on-track
- ☐ District course completion
- ☐ District grades/GPA
- ☐ District i-Ready
- ☐ Other

### ***Reflection Questions (Please answer each question in 150 to 300 words.)***

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

Sherwood staff focused on differentiated instruction in English Language Arts (ELA) and Math, emphasizing small group support to meet individual student needs. In ELA, the 1st-3rd grade teams implemented "W.I.N." (What I Need) time, resulting in i-Ready growth from 41% to 76% proficiency by year's end. W.I.N. time helped 82% of 2nd graders and 76% of 3rd graders surpass the school goal, with notable growth for English Learners (64% reaching their typical growth goal) and Students with Disabilities (99% reaching stretch goals).

In Math, 4th through 6th grades, proficiency improved from 38% to 73% in i-Ready by implementing targeted rotations and creating a math club for enrichment. 58% of 4th through 6th graders met or surpassed their annual growth goals, with 52% Special Education students reaching their growth goals, and 71% of Multilingual Learners met their annual growth goals.

Various assessment tools, including i-Ready, Acadience, Running Records, and summative assessments, helped staff pinpoint specific needs, revealing stable proficiency in overall scores yet identifying a need for more targeted interventions. Smarter Balanced Assessment (SBA) scores showed minimal changes, with a slight increase in ELA (from 61% to 63%) and Math increase (from 55% to 60%). Multilingual Learners in ELA had 18% proficiency in comparison to 9% the year prior, and saw an 8% increase in Math, while Students with Disabilities were at 11.7% proficiency in Reading and 16.7% proficiency in Math.

A Panorama survey highlighted disparities in Social Emotional Learning (SEL). A revised, user-friendly survey for all grades, alongside community-building events like the Celebration of

Cultures, increased students' sense of belonging. This goal is essential to continue to work on as well.

Engagement with stakeholders, including families, the PSO, Leadership and Equity teams, and the DEI committee, is ongoing. Data-sharing and collaborative planning among these groups ensure alignment with school improvement goals. Identified students are supported through the MTSS E3 process, monitored by the MTSS team, the Student Success team, and the principal. All stakeholders are using district-approved materials to meet each student's unique needs, and baseline assessments guide instructional focus moving forward.

- 2.** Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

Based on the data, it was determined that the grades that focused on small group instruction for the whole grade level, working collaboratively, showed growth in ELA and Math. Implementing W.I.N. and direct instruction based on students' needs showed growth.

- 3.** Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

Teams that conducted small-group work without intentional, grade-level collaboration and skill-based instruction saw limited progress. While their small-group efforts were effective on their own, they failed to meet the unique needs of all students as effectively as a whole-grade, data-informed approach, hindering the potential gains for Special Education (SpEd) and Multilingual (ML) students. Inconsistent staffing and turnover in SpEd and ML roles further complicate and weaken student support.

- 4.** How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the 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 worked hard to meet the needs of all students, aligning schedules, resources, and standards-based instructional resources to meet all students' needs. As i-Ready diagnostics are implemented, the stakeholders revisit the results, create goals, and communicate with all stakeholders the next steps for achieving the student goals.

## Section 3. School Improvement Plan (SIP)

This section describes what our staff members 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 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth grade on-track for graduation goal, and an engagement goal.**

### Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

From 2024-2025 to 2026-2027, students in grades 3-6 who are at or above benchmark in ELA will increase from 63.2% to 75% for all students as measured by SBA scores.

#### *Data Review to Identify Our Annual Target Goal*

##### **Reflection questions to consider when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

#### **SIP Annual Target (One-Year SMARTIE Goal)**

By Spring 2026, 75% of 1st through 3rd-grade students will be performing at or above grade level in reading, as measured by the i-Ready Reading diagnostic assessments, reflecting a 35% improvement from 42% Fall 2025 baseline data.

***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

If we continue W.I.N. in 1st to 3rd grade with ML/LAP and Special Education continuing to support students, we will see an improvement in student achievement.

If each student passes at least 2 lessons per week (and 40 minutes per week) along their personal path, we will increase student achievement.

If we create a grade-level plan for our below-level students per grade level and a monitoring plan, we will increase student achievement.

If we use grade-level appropriate motivators, we will increase student achievement.

All of these things will contribute to an increase in student achievement as reflected in the i-Ready data from Fall to Spring.

If we utilize the MTSS collaborative process and determine the instructional focus of Tier 1 implementation with differentiation, then students will be more successful with ELA skills.

If we engage families through newsletters, community events, and surveys, we will create ways for families to support their child’s growth in ELA.

***Annual Strategies and Ongoing Work Plan***

**Reflection questions to consider when identifying our key strategy or strategies**

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

**Please list one to three key strategies**

- Grade levels use data, including Acadience, 95% Spelling Screener, i-Ready, and formative classroom assessments to determine groups and guide instruction
- Collaborate with grade-level teams and learning support to determine instructional curriculum to meet the needs of each academic group
- Teams will monitor, reassess, and revise groups in a protected literacy W.I.N. time for each grade level as needed throughout the year

### What will the strategy or strategies look like in action?

- After the first round of assessment data has been completed, teams work collaboratively to analyze and compile data of all grade-level students to create effective groups to meet the students' needs, staff are assigned to students, and an instructional focus is determined.
- Students in each grade level will be taught routines, expectations, and procedures for this block of learning time.
- Using MTSS meeting times and additional planning times if needed, teams will reevaluate and revise instructional goals and student placement in groups
- The master schedule will reflect support in the classrooms during W.I.N. with LAP teachers and Special Education

### Team or person responsible

Classroom teachers, ML teacher, LAP teachers, and Special Education teachers

## Progress Monitoring

### Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

### Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Multiple times throughout the year, we will collect the following data. All stakeholders will have a team document with student evidence of their data for analyzing and determining the next steps. Stakeholders will know student progress and adjust students' instructional groups as needed.

\*WIDA

\*i-Ready Diagnostics

\*Acadience

\*Spelling Screener from 95%

\*formative observations of students in instructional groups

## Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

From 2024-2025 to 2026-2027, students in grades 4-6 who are at or above benchmark in Math will increase from 60% to 66% for all students as measured by SBA scores.

### *Data Review to Identify Our Annual Target Goal*

#### **Reflection questions to consider when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

### *SIP Annual Target (One-Year SMARTIE Goal)*

By the end of the 2025-2026 school year, 75% of 4th through 6th-grade students will be performing at or above grade level in Math, as measured by the i-Ready diagnostic assessments, representing an increase to 75% from the 38% baseline in Fall 2025.

### *Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)*

If each student passes at least 2 lessons per week (and 40 minutes per week), students will be following their personal path in i-Ready.

If we provide professional development on Math Expressions using the Shannon Keblier Math Units of Study, teachers will feel more equipped to implement standards-based instruction with consistent tools.

If we utilize Math Genius Squad, including the Quick Practices and Daily Routines, implement IBAs on Fridays 1x per month, coordinated with the grade level.

If we implement Quick Practices and Daily routines with fidelity in all classrooms daily, students will show growth in fact fluency and unit expectations.

If we utilize the MTSS collaborative process and determine the instructional focus of Tier 1 implementation with differentiation, then students will be more successful with their math

skills, meeting their needs.

If we engage families through newsletters, community events, and surveys, we will create ways for families to support their child's growth in Math.

### ***Annual Strategies and Ongoing Work Plan***

#### **Questions to consider when identifying our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

#### **Please list one to three key strategies**

- Grade levels use the data from i-Ready, Math Expressions assessments, and formative classroom assessments to determine groups and guide instruction.
- If teams of teachers learn the Units of Study, including Quick Practices and Daily Routines, teams will monitor, reassess, and revise groups as needed throughout the year.

#### **What will the strategy or strategies look like in action?**

Friday's Professional development and staff meeting time will be dedicated to core instruction using Shannon Kiebler's Math Genius Units of Study, including Quick Practices and Daily routines.

#### **Team or person responsible**

Administration, classroom teachers, Special Education teachers

### **Progress Monitoring**

#### **Questions to consider when planning how you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

**What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)**

i-Ready diagnostic results, Math Genius squad walk-through data, MTSS reports

### **Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)**

Between Fall of 2024 and Spring of 2027, students in grades 1-6 will make 5% yearly growth in sense of (belonging or connectedness with other students and adults) based on 85% over the three years as measured by district and site-based surveys.

#### ***Data Review to Identify Our Annual Target Goal***

##### **Reflection questions when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

#### ***SIP Annual Target (One-Year SMARTIE Goal)***

By Spring 2026, 90% of students will report a sense of belonging in the Sherwood community, as measured by the district and school surveys, improving from the Fall 2025 baseline of 85% on the School survey.

#### ***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

If staff implement SEL in their classrooms daily and partner with families to support students' needs and determine growth goals, students will feel valued as part of the Sherwood community.

## ***Annual Strategies and Ongoing Work Plan***

### **Questions to consider when planning our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

### **Please list one to three key strategies**

- New families welcome event
- Student Connections
- SEL in the classroom

### **What will the strategy or strategies look like in action?**

- Beginning of the year and mid-year welcome event
- Coffee Chats for our ML and new families
- Staff walk during recess to connect with students
- Mrs. Saltzman goes to classrooms and has lunch with the students
- Mrs. Saltzman interviews new students to get their perspectives on being new to Sherwood
- Mrs. Saltzman attends sessions from NWESD for student success
- Teachers do SEL lessons in the classroom to build connection and community
- Start the Watch D.O.G.S. program to have family members come and support recess to promote family involvement at school
- The school counselor will implement classroom lessons around students' social and emotional well-being.
- The school counselor will have small group meetings for students with varying needs.
- The counselor meets with students who responded to the survey that they didn't feel like they belonged.
- Staff collaborate around students who have a difficult time at school academically, behaviorally, or socially, and brainstorm how to best meet their needs.

**Team or person responsible**

Classroom teachers, Principal, families, PSO, guidance counselor

**Progress Monitoring****Questions to consider when planning you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

**What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)**

Monitoring will include, but not be limited to:

- Parent surveys, including environment and experiences
- Student survey results from the school and district
- Determining the next steps from the results of the survey data after each collection will help determine the next steps and where our strengths and areas of need are.

**Section 4. Who Helped or Will Help Design Our SIP?**

| Name           | Role                  |
|----------------|-----------------------|
| Robyn Saltzman | Principal             |
| Malorie Cook   | Kindergarten teacher  |
| Patti Gilman   | Kindergarten/ EEA Rep |
| Elena Gordon   | First Grade teacher   |
| Laura Holt     | Second Grade teacher  |
| Laura Chapin   | Third Grade teacher   |

| Name               | Role                 |
|--------------------|----------------------|
| Matt Unruh         | Fourth Grade teacher |
| Michele Alderson   | 5th Grade teacher    |
| Joe Wildenhaus     | 5th Grade teacher    |
| Theresa Chase      | 6th Grade teacher    |
| Jenni Hanson       | 6th Grade teacher    |
| Anne Floe          | Music teacher        |
| Dave Sonnen        | Librarian            |
| Pamela Thain       | PE Teacher           |
| Monica Muliro      | Guidance Counselor   |
| Stephanie Gwaltney | Sped teacher         |
| Kelly Dack         | ML Teacher           |

## Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template\\_2025-26](#)
- [End of Year Reflect & Revise Template\\_2025-26](#)