



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

Template Revised August 31, 2021

## 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 students' experience belonging and are 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	2021-22
Our School Name	Lynndale 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 (500 words or less, including a table of student demographics). Other data can be added if desired.**

Lynndale Elementary is a K-6 school serving nearly 400 students and their families. We are very proud of our strong, diverse community and are always seeking to build relationships between students, families, and staff. We are focused on helping students grow in their social-emotional wellness and regulation skills through our positive behavior intervention system, called The Lynndale Way, and by implementing direct

social-emotional learning opportunities in the classroom. We have built a whole-school culture around positive recognition for demonstrating The Lynndale Way, for academic growth, and for achieving goals. When students are struggling with positive behaviors, we emphasize restorative practices. We are passionate about creating an inclusive and supportive environment so that everyone in our school has a sense of belonging and has what they need to be successful.

We are also very proud of our strong academics and our committed, veteran staff. Not only does our staff demonstrate excellence in the classroom, but they are an instrumental part of our school's growth through their participation in the Building Leadership Council, Equity Team, grade-level collaborations (PLCs), and numerous professional learning opportunities. This translates to high-quality learning for all of our students every day.

<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 (October)</b>	<b>426</b>	<b>NA</b>	<b>Two or More Races</b>	<b>45</b>	<b>10.6%</b>
<b>American Indian/Alaskan Native</b>	<b>2</b>	<b>0.5%</b>	<b>English Language Learners</b>	<b>86</b>	<b>20.2%</b>
<b>Asian</b>	<b>35</b>	<b>8.2%</b>	<b>Homeless/McKinney-Vento</b>	<b>11</b>	<b>2.6%</b>
<b>Black/African American</b>	<b>37</b>	<b>8.7%</b>	<b>Low Income</b>	<b>187</b>	<b>43.9%</b>
<b>Hispanic/Latino</b>	<b>133</b>	<b>31.2%</b>	<b>Section 504</b>	<b>2</b>	<b>0.5%</b>

Native Hawaiian/Other Pacific Islander	3	0.7%	Students with Disabilities	62	14.6%
White	171	40.1%	Student Mobility	10	2.3%

\*The data in this table is from the 20-21 school year.

## Section 2. Vision and Mission

<b>Our Equity, Engagement, and Excellence (E<sub>3</sub> Vision)</b>	The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.
<b>Our Mission</b>	With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.

### Data and Stakeholder Engagement Summary

<b>E<sub>3</sub> Category</b>	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below. <b>Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.</b>
<b>Equity</b> (such as student demographics)	<ul style="list-style-type: none"> <li>• All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</li> <li>• District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</li> <li>• Staff diversity</li> <li>• Staff professional development topics, attendance</li> <li>• Please list other data sources used by your school to develop the SIP e.g., number</li> </ul>

	<p><i>and diversity of community partnerships, student/family focus groups, equity audit results</i></p> <ul style="list-style-type: none"> <li>○ <i>Family Equity survey, given at the beginning and end of the 21-22 school year.</i></li> <li>○ <i>Staff Equity survey, given at the beginning and end of the 21-22 school year.</i></li> </ul>
<p><b>Engagement</b> (such as school culture and climate)</p>	<ul style="list-style-type: none"> <li>● <i>Skyward: Student attendance (percent regular attenders),</i></li> <li>● <i>Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion)</i></li> <li>● <i>Panorama student survey data</i></li> <li>● <i>Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other</i> <ul style="list-style-type: none"> <li>○ <i>Formative data gathered during morning meetings</i></li> <li>○ <i>Activities available to students before and after school</i></li> </ul> </li> </ul>
<p><b>Instructional Excellence</b> (and student learning)</p>	<ul style="list-style-type: none"> <li>● <i>Skyward: grade level on-track indicators</i></li> <li>● <i>Homeroom: Grades K-6 I-Ready, Grades 1-6 Running records; Grade K-6 Acadience (Dyslexia Screener)</i></li> <li>● <i>OSPI state assessments: Grade K: WaKIDS; grades 3-6: SBA or WA-AIM math and reading ; grades 4-6: percentage of students who achieved high learning growth; WIDA (ELPA21)</i></li> <li>● <i>Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.</i></li> <li>● <i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i> <ul style="list-style-type: none"> <li>○ <i>Notes from grade-level PLC meetings</i></li> </ul> </li> </ul>

**Reflection questions** (Please answer each question in one or two paragraphs.)

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?

In examining our data over the past several years, we saw several trends that informed our planning for the SIP. In this process, we always disaggregated the data to the extent possible and looked at trends over time, paying special attention to any gaps that persist between groups. It is critical that we use this information for planning our academic and social-emotional interventions in classrooms and as a whole school if we are ever to achieve equity.

Our academic data follows many of the trends we see nationally, with significant gaps between our white and Asian students and their Hispanic/Latino and Black/African American peers, both in reading and math. This is also true between our students who are not English Learners and those who are, with a 47

percentage-point difference in the number of students meeting standard on the ELA SBA. There was less of a gap between these groups in Math, though it was still 32 percentage points. This, along with the other data, emphasized a need for our teachers to build their data literacy and work collaboratively to determine next steps for our students as individuals and groups.

One strength that is worth noting is that our students still reported an overall feeling of connection to the adults in our school, even during the pandemic. This is true for all groups by ethnicity/race and program, with a particularly strong sense of connection reported by those who are English Learners. 63% of them reported an overall feeling of connection to the school, compared with 58% of students not receiving EL services.

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

Due to the constraints of the pandemic, our initial SIP has been created and will be monitored through the collaboration of various staff groups, including the Building Leadership Council, the Equity Team, and the whole staff. As the school year continues, we will engage families, staff, and students in ongoing conversations and formal surveys and other assessments to determine how successful we are in implementing the plan and the impact it is having on student and family outcomes.

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?

Because our school's data looks very much like the national data, we are most certainly dealing with many of the same institutional forces that prevent our black, indigenous, students of color and those who are English Learners from accessing the same learning opportunities as their peers. One challenge in our teachers in particular is a consistent and coherent plan for professional learning and collaboration to support students' growing needs. In addition, engagement has been less than optimal in the past 18 months due to the pandemic and many students have not received support in the foundational reading, writing, and math skills they need. This is also true for their social-emotional needs as well.

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

In order to address the clear differences in academic experiences for our students, we will be focusing first on building our teachers' data literacy and collaborative planning skills so that they can hone in on the specific needs of the students in their classes. They will engage in cycles of inquiry around student reading, math, and social-emotional data so that they can plan the next steps for the whole class, small groups, and individuals. In reading and math, our goals are to see our students who are not meeting standard at the beginning of the year meet or exceed their "expected" growth goal for the year. This will help in closing the gaps between students and groups.

Social-emotional learning and a focus on safety are always important for our growing learners, but only more so in the pandemic. We will be looking closely at our social-emotional data gathered throughout the year with the goal that all students feel a sense of connection to the adults and other students at school.

We will be also monitoring their reporting of different positive and negative feelings throughout the year, providing support to those who need more along the way.

*Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.*

## 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: (SMARTIE goal here)

**All students in 4th, 5th, and 6th grades at Lynndale who are one or more years below on the Fall 2021 iReady reading assessment will exceed their “typical growth” goal each year for three years on iReady.**

“Typical growth” is defined by the iReady program as “the average annual growth of students at each grade and placement level.”

**Theory of action** (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we focus as a staff on increasing our data literacy and implementing high-leverage teaching strategies, then students will receive more differentiated literacy instruction in order to be able to read at grade-level standard.

### **How will we get the work done?**

Strategies we will complete this year (Please list **up to three** strategies to meet the needs of your students)

Person or team responsible

Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams (PLCs) to analyze data and inform instruction.

Principal, classroom teachers


Strategy 2: <i>(optional)</i> As a staff, study best practices in running small groups K-6 to implement in response to the data analysis.	Principal, classroom teachers
Strategy 3: <i>(optional)</i> Students engage in two lessons (totaling 40 minutes) of iReady reading practice each week.	Classroom teachers, support staff

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

Strategy 1: Observation of implementation of small-group instruction in grades K-6, fluidity of small-group instruction as informed by student data

***What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?***

<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff learning about PLCs as a structure for group collaboration.</p> <p>Teachers meet in first grade-level PLC to review data and determine next steps for instruction.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Last year’s iReady and TC Running Records data, along with historical Acadience and SBA data</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff learning about iReady reports that can support instructional grouping.</p> <p>Teachers meet in grade-level PLCs once a month to review data and determine next steps for instruction.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>TC Running Records data, supported by SBA, iReady, and classroom formative assessments</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p>	<p><i>What evidence or data will we review? (e.g.,</i></p>

	<p>Teachers meet in grade-level PLCs once a month to review data and determine next steps for grouping students, making changes to groups as needed. Teachers collaboratively plan next steps for instruction for the different groups.</p>	<p><i>implementation and/or outcome data)</i></p> <p>TC Running Records data, supported by SBA, iReady, and classroom formative assessments</p>
<p><a href="#">Please complete the mid- and end-of-year reflect and revise summary using this link.</a></p> <p> <a href="#">SIP Reflect and Revise Summary</a></p>		

<p><b>How will we know that the strategy is working?</b></p>		
<p>Strategy 2: Evidence of growth in student data</p>		
<p><b><i>What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?</i></b></p>		
<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff learning around best practices in grade-level PLC data conversations and forming/leading small groups in 6-8 week cycles.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Last year’s iReady and TC Running Records data</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff learning around best practices for literacy instruction, differentiated by grade band.</p> <p>Teachers collaboratively define small groups for instruction based on data and monitor progress for any changes needed to these groupings.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>TC Running Records data, supported by SBA and iReady</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p>	<p><i>What evidence or data will we review? (e.g.,</i></p>




	<p>Teachers collaboratively monitor progress of small groups and plan for movement between groups or changes to instruction as needed.</p>	<p><i>implementation and/or outcome data)</i></p> <p>TC Running Records data, supported by SBA and iReady</p>
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[Please complete the mid- and end-of-year reflect and revise summary using this link.](#)

 [SIP Reflect and Revise Summary](#)

<p><b>How will we know that the strategy is working?</b></p>		
<p>Strategy 3: Evidence of students engaging in lessons at least 40 minutes a week and increasing growth data</p>		
<p><b><i>What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?</i></b></p>		
<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Students taking the iReady diagnostic assessment and beginning to do at least two lessons a week, totaling at least 40 minutes.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady usage and growth data</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Students engaging in at least two lessons a week, totaling at least 40 minutes.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady usage and growth data</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p>	<p><i>What evidence or data will we review? (e.g.,</i></p>

	Students engaging in at least two lessons a week, totaling at least 40 minutes.	<i>implementation and/or outcome data)</i>  iReady usage and growth data
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <i>SIP Reflect and Revise Summary</i></p>		

**If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.**

<p><b>SIP Goal 2: (SMARTIE goal here)</b></p> <p><b>All students in 4th, 5th, and 6th grades at Lynndale who are one or more years below on the Fall 2021 iReady Math assessment will exceed their “typical growth” goal each year for three years on iReady.</b></p>	
<p><b>Theory of action</b> (Please use “if and then” statements to explain how your strategy or strategies will achieve this goal)</p> <p>If we focus as a staff on increasing our data literacy and implementing high-leverage teaching strategies, then students will receive more differentiated mathematics instruction in order to be able to achieve at grade-level standard.</p>	
<p><b>How will we get the work done?</b></p>	
<p>Strategies we will complete this year (Please list <b>up to three strategies to meet the needs of your students</b>)</p>	<p>Person or team responsible</p>
<p>Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams (PLCs) to analyze data and inform instruction.</p>	<p>Principal, classroom teachers</p>
<p>Strategy 2: (optional) As a staff, study best practices in running small groups K-6 to implement in response to the data analysis.</p>	<p>Principal, classroom teachers</p>

Strategy 3: <i>(optional)</i> Students engage in two lessons (totaling 40 minutes) of iReady reading practice each week.	Classroom teachers, support staff
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**How will we know that the strategy is working?**

Strategy 1: Observation of implementation of small-group instruction in grades K-6, fluidity of small-group instruction as informed by student data

***What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?***

<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff learning about PLCs as a structure for group collaboration.</p> <p>Teachers meet in first grade-level PLC to review data and determine next steps for instruction.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Last year’s curriculum-embedded assessments, iReady, and SBA</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff learning about iReady reports that can support instructional grouping.</p> <p>Teachers meet in grade-level PLCs once a month to review data and determine next steps for instruction.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Curriculum-embedded assessments and iReady, supported by SBA and classroom formative assessments</p>

<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Teachers meet in grade-level PLCs once a month to review data and determine next steps for grouping students, making changes to groups as needed. Teachers collaboratively plan next steps for instruction for the different groups.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Curriculum-embedded assessments and iReady, supported by SBA</p>
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*Please complete the mid- and end-of-year reflect and revise summary using this link.*

 *SIP Reflect and Revise Summary*

<p><b>How will we know that the strategy is working?</b></p>		
<p>Strategy 2: Evidence of growth in student data</p>		
<p><b><i>What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?</i></b></p>		
<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff learning around best practices in grade-level PLC data conversations and forming/leading small groups in 6-8 week cycles.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Last year's curriculum-embedded assessments, iReady, and SBA</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Teachers define small groups for instruction based on data and monitor progress for any changes needed to these groupings.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Curriculum-embedded assessments and iReady, supported by SBA and classroom formative assessments</p>

<p>90-day plan</p>	<p><i>What does this look like in action?</i></p> <p>Teachers collaboratively monitor progress of small groups and plan for movement between groups or changes to instruction as needed.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Curriculum-embedded assessments and iReady, supported by SBA and classroom formative assessments.</p>
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Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

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

Strategy 3: Evidence of students engaging in lessons at least 40 minutes a week and increasing growth data


***What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?***

<p>30-day plan</p>	<p><i>What does this look like in action?</i></p> <p>Students taking the iReady diagnostic assessment and beginning to do at least two lessons a week, totaling at least 40 minutes.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady usage and growth data</p>
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<p>60-day plan</p>	<p><i>What does this look like in action?</i></p> <p>Students engaging in at least two lessons a week, totaling at least 40 minutes.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady usage and growth data</p>
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90-day plan	<p><i>What does this look like in action?</i></p> <p>Students engaging in at least two lessons a week, totaling at least 40 minutes.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady usage and growth data</p>
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Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

**If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.**

**SIP Goal 3: (SMARTIE goal here)**

All students in 4th, 5th, and 6th grades will report a sense of belonging to Lynndale Elementary, using Panorama data and other qualitative data such as school surveys, at the end of each year for three years.

**Theory of action** (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we intentionally focus on creating a welcoming, inclusive environment that prioritizes students’ sense of belonging, then all students will have positive academic school experiences.

**How will we get the work done?**

Strategies we will complete this year (Please list <i>up to three</i> strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Increase data literacy of students’ self-reported sense of belonging data as a staff	Principal, classroom teachers, counselors, support staff
Strategy 2: (optional) Implement positive behavioral supports and social-emotional learning strategies K-6	Principal, classroom teachers, counselors, support staff

Strategy 3: (optional)	
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**How will we know that the strategy is working?**

Strategy 1: Observation of implementation of positive behavioral supports and social-emotional learning in grades K-6

***What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?***

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff learning about PLCs as a structure for group collaboration.</p> <p>Staff meeting in small groups to review data related to students' sense of belonging.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Previous years' Skyward, SWIS, and Panorama data</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff meeting once a month in small groups to review data related to students' sense of belonging.</p> <p>BLC and Equity team review data and make recommendations.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>discipline entered in Skyward, instructional minutes lost in SWIS, Panorama data, student surveys, teacher observation of student mood and behavior in the classroom.</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff meeting once a month in small groups to review data related to students' sense of belonging.</p> <p>BLC and Equity team review data and make recommendations.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>discipline entered in Skyward, instructional minutes lost in SWIS, Panorama data, student surveys, teacher observation of</p>

		student mood and behavior in the classroom.
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Please complete the mid- and end-of-year reflect and revise summary using this link.

 SIP Reflect and Revise Summary

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

Strategy 2: Fewer office referrals and decrease in instructional minutes lost due to behavioral issues

**What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?**

<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff learning around best practices in social-emotional learning and positive behavioral supports; review and continuing/discontinuing old practices, creating new ones.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Previous years' Skyward, SWIS, and Panorama data</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff implementing social-emotional learning and positive behavioral supports K-6 at the classroom and whole-school level. First quarterly awards given.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>discipline entered in Skyward, instructional minutes lost in SWIS, Panorama data, student surveys, BLC and Equity team review data and make recommendations.</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff implementing social-emotional learning and positive behavioral supports K-6 at the classroom and whole-school level.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>



		discipline entered in Skyward, instructional minutes lost in SWIS, Panorama data, student surveys, BLC and Equity team review data and make recommendations.
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*Please complete the mid- and end-of-year reflect and revise summary using this link.*

 [SIP Reflect and Revise Summary](#)

**If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.**

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

Name:	Role:
Sarah Schumacher	Principal
	Members of our Building Leadership Council, including certificated and classified staff

**Links to supporting documents**

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan