



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	2021-2022
Our School Name	Lynnwood Elementary School

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.

Lynnwood Elementary is an inclusive learning environment for K-6 students where all belong. We strive to provide every student with rich, quality instruction and the best supports possible to help each child reach their fullest potential and maximize their success. Our instruction centers around rigorous standards-based learning of academics, social and emotional learning, and building a positive culture and community.

To support learning at Lynnwood, we offer a variety of programs. We currently house a Developmental Kindergarten program, reading intervention, and services for both students with individualized learning plans and students who are multilingual learners. Our academics are aligned with social emotional learning--we utilize both the *Second Step* curriculum and have recently implemented the *Zones of Regulation*. Ultimately, we know that when students feel safe, secure, cared for, and additionally have consistent expectations, we know they are ready to learn and achieve. Relationships matter, and are the first part of establishing a learning partnership based on trust. Our goal and mantra is, "Lynnwood Leopards--We are respectful, responsible, and ready to learn!" Beyond the school day, we have opportunities for students to be involved with Move 60!, Drama, Choir, Safety Patrol, and currently we are in the beginning stages of a Student Leadership/Equity Team and gardening club.

As community and family partners, it is our goal to provide events, communication, and collaboration that is open and caters to the needs of all of our families. We are working harder than ever to ensure we connect everyone to Lynnwood in a positive way and learn how to best support each child's success by considering parents as the first and most important teacher. Opportunities for parents to connect with LWE include: Natural Leaders, Parent Teacher Organization, Parent Representatives on our School Improvement Team, a joint Book Study club of *Building Cultures* (focused on improving our family engagement), and volunteering. We additionally have a strong partnership with our onsite child care provider, *Right At School*.

In order to support our school improvement goals and efforts, our staff is partaking in and experiencing several opportunities for professional development this year. These topics include literacy, professional learning communities, multi-tiered systems of support, supporting multilingual learners, and culturally responsive teaching. In our equity work, we are working as a team to learn more about the systemic barriers that currently and historically face our most marginalized students.

2021-2022 Enrollment Data

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	532		Two or More Races	67	12.59%
American Indian/Alaskan Native	3	.56%	English Language Learners	130	24.43%
Asian	101	18.98%	Homeless/ McKinney-Vento	4	.75%
Black/African American	47	8.83%	Free and Reduced Lunch	219	41.16%
Hispanic/Latino	131	24.62%	Section 504	11	2.06%
Native/Pacific Islanders	3	.56%	Special Education	74	13.9%
White	180	33.83%			

We are very proud and honored to be of service to our students and families--ensuring our Leopards Learn Every Day!

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃ Vision)	The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.
Our Mission	<p>Edmonds School District: 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.</p> <p>Lynnwood Elementary: Lynnwood Elementary School is a diverse learning community committed to excellence in academics, ingenuity, and personal character.</p> <p><i>Diverse Learning Community-</i> We are a microcosm of the world. We are committed to connecting all of our families to our school community in meaningful ways. We are developing our skills and awareness so that we can be contributing members of a global community that is increasingly interconnected.</p> <p><i>Excellence in Academics-</i> We are committed to learning. The Lynnwood Elementary staff expect all students to be successful in meeting or exceeding established academic standards. Staff and parents work in partnership to meet each child's strengths and challenges. Students learn to be responsible for their own education.</p> <p><i>Excellence in Ingenuity-</i> We are critical thinkers. We are inspired to use creativity and curiosity in our academic, social, and community responsibilities.</p> <p><i>Excellence in Personal Character-</i> We are a peaceful community. We work towards making our school community free from bullying. We learn the value of respecting ourselves and others through the study of character traits. We develop and practice our understanding of being a positive force in our community.</p>

Data and Stakeholder Engagement Summary

E₃ Category	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. Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.
Equity (such as student demographics)	<ul style="list-style-type: none"> ● All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities. ● District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups ● Staff diversity ● Staff professional development topics, attendance ● Family Equity Team ● Family Road Map Survey Data & Engagement Assessment
Engagement (such as school culture and climate)	<ul style="list-style-type: none"> ● Skyward: Student attendance (percent regular attenders) & Attendance Support Team Data ● Exclusionary discipline (in-school, out-of--school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion, or office discipline referrals through SWIS ● Panorama student survey data ● Family partnership/volunteer opportunities ● Extra-Curricular activities e.g., clubs, advisories ● Second Step and Zones of Regulation Implementation Assessment ● PBIS Tiered Fidelity Inventory ● Student Support Team Data ● Care Team Referrals
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> ● Homeroom: Grades K-12 I-Ready, Grades 1-6 Running records; Grade K-4 Acadience (Dyslexia Screener) ● OSPI state assessments: Grade K: WaKIDS; grades 3-8:10: SBA or WA-AIM math and reading ; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21) ● Classroom walkthrough tool focused on high-leverage Tier 1 strategies in Literacy - conferring, small group learning, consistent use of guaranteed viable curriculum. ● Professional Learning Communities
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?

Based on the data summary above, we have identified that Lynnwood has strong, effective teachers and classified staff. During the 20-21 school year, we were able to onboard a new curriculum, *Units of Study for Reading*, and weather the many fluctuations and changes of the COVID-19 Pandemic. This included transitioning to serving students remotely through online learning (modifying curriculum, synchronous/asynchronous lesson planning & delivery, and learning management systems), hybrid learning, consistent shifting of class placement, and implementing new safety routines. It also included developing new strategies to engage students in their learning contexts and supporting greater social emotional needs.

We also identified in our data that many of our students (3 out of 5) are not achieving grade level standards in core content areas such as reading and math as measured by the assessments that we administer throughout the year. When we disaggregate our data, our student demographic group that is struggling disproportionately is our multilingual learners (4 out of 5 below standard). This group has been brought forward in our action planning for school improvement as needing more support.

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

Our SIP was reviewed and revised by our building School Improvement Team which currently consists of staff members. However, we are currently in the process of reshaping our School Improvement team to include family and student members. Our goal is to engage families and students about our School Improvement goals on this newly formed team throughout the year to make corrections in an ongoing matter. Our team has taken feedback from our Family Equity Team, Roadmap Survey, and Panorama surveys to shape some of our existing Equity and Engagement Goals.

Beyond engagement through our School Improvement Team, we intend hold various opportunities for parent and student collaboration and feedback in our goals:

- Family/Principal Connection Meetings (4 times throughout the year)
- Road Map Parent Feedback Groups
- Natural Leaders
- Parent Teacher Organization
- *Building Connections* Family Engagement Group
- Student Leadership

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?

We identified the following potential causal factors that contributed to the current results:

- Lack of knowledge of Multi Tiered Systems of Support (MTSS) and tiered supports are not in place building wide:

- **Tier 1 Instruction:** LWE is working to become more aligned with Core, high-quality, first instruction and assessment in order to provide a Guaranteed and Viable Curriculum for all students. This includes both academic and social emotional curriculum
- **Tier 2 Instruction:** LWE is working to build Tier 2 interventive systems (i.e. schedule) and common practices for intervention (formative assessment, data responsiveness, conferring, small grouping, planning for classified instructional support staff, behavioral interventions etc.) based in the general education setting.
- **Building our Cultural Responsiveness:** Our staff is continually developing their ability to be culturally responsive practitioners. This is an ongoing journey in learning about bias, privilege, systemic racism, learning about our students, and building relational trust
- **Building our ability to differentiate for Multilingual Learners:** LWE is working to develop knowledge of language development and best practices to support multilingual learners
- **Lack of Knowledge Professional Learning Communities:** In order to support tiered intervention, grade level teams must have a strong commitment and knowledge of how a high-functioning professional community acts. More professional development and experience working in teams will support this collaborative work.
- **Building our Data Literacy:** As LWE strengthens the common formative assessments we use across a school, we are also developing our skills to monitor, analyze, and use the student data we collect to action plan and best serve students
- **Pandemic:** The pandemic has created many obstacles for student success and uninterrupted instruction. Student learning was impacted by obstacles to access, engagement hardships, lack of home support, family work obligations, trauma, illness, financial stability, and constantly changing circumstances. This has created varied experiences for students and made intervention and providing support difficult for those that need it the most.

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

We will develop our E3 MTSS systems for both Academic and SEL learning for the following.

- 1) Foundational reading skills, K-6.
- 2) Foundational math skills, K-6.
- 3) Creating a culture of belonging by reinforcing Tier 1 systems of Social Emotional Regulation and Behavior.

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)

Between Fall of 2021 and Spring of 2024, students in grades K-6 grades will be able to read at grade level standard increasing from 44% to 49% as measured by the iReady Reading Diagnostic and Running Records Assessment.

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

If the Lynnwood Staff provide a guaranteed and viable curriculum which meets all of the Common Core Standards for best practices in Literacy then students will receive a stronger and more rigorous curriculum which will aid them in meeting grade level expectations especially around reading fluency and comprehension. Additionally, students will have a common experience from classroom to classroom and receive stronger interventions to support learning gaps.

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: Provide a Guaranteed and Viable Curriculum

Principal and Certificated Staff

Strategy 2: Monitor Student Learning through Common Assessments

Principal and Certificated Staff

Strategy 3: (optional)

How will we know that the strategy is working?

Strategy 1: Provide a Guaranteed and Viable Curriculum

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> <ul style="list-style-type: none"> ● Curriculum Playbook ● Complete Grade Level Team Schedules based on Time Recommendations ● Complete Grade Level Collaborative Curriculum Maps based on district Year-at-a-Glance ● Needs Assessment Regarding Workshop Model ● Principal learning about Balanced Literacy Framework ● Curriculum Inventory <ul style="list-style-type: none"> ○ Build newly purchased shared libraries ○ Organize/Inventory/Replace Existing Shared Literacy Resources ● Principal Walk-Through Data Monitoring Tool <ul style="list-style-type: none"> ○ Focus on Literacy Blocks & Fidelity of Curriculum Use ● Partner/Action Plan with Tech Instructional Coach (Anna Malik) ● Professional Development from <i>Culturally Responsive Teaching and the Brain</i> regarding ‘How Culture Programs the Brain’ 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Completed Playbooks for Staff Use ● Schedule Audit ● Curriculum Maps ● Needs Assessment Data ● Literacy Data: <ul style="list-style-type: none"> ● iReady ● Running Records ● WA Kids ● Acadience ● Complete UOSR Inventory (purchase missing pieces and integrate newly purchased 2nd/3rd Grade Materials, budget for 4th/5th Grade Materials) ● Complete Curriculum Library of ELA Resources (Benchmark & other supplemental materials) ● Walk through Data ● PD Feedback
<p>60-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Review Literacy Framework with teachers ● Build Tier 1 Strategies in Minilesson & Reader’s Workshop (Conferring and Small Group/Strategy Group) ● Utilize a learning walk tool & create staff workshop model that creates timely, specific, and actionable feedback by principal and peers. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Literacy Data: <ul style="list-style-type: none"> ● iReady ● Running Records ● WA Kids ● Acadience

		<ul style="list-style-type: none"> ● PD Feedback
90-day plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Professional Development from <i>Culturally Responsive Teaching and the Brain</i> regarding ‘Building Learning Partnerships’ ● Title/LAP Literacy Night & Increase in Family Engagement ● Literacy Night ● Classroom Needs Assessment (Both for levelled texts and Windows and Mirrors) <ul style="list-style-type: none"> ○ Library ○ Classrooms ● Plan for course corrections 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Literacy Data: <ul style="list-style-type: none"> ● iReady ● Running Records ● WA Kids ● Acadience ● SBA IAB ● PD Feedback ● Title/LAP Building Plan ● Event Survey Feedback ● Library Inventories

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.

How will we know that the strategy is working?		
Strategy 2: Monitor Student Learning through Common Assessments		
<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>		
30-day plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Master Schedule with Literacy Blocks 	<p><i>What evidence or data will we review? (e.g.,</i></p>

	<ul style="list-style-type: none"> ● iReady Training ● Homeroom Training ● Create Shared Grade Level Spreadsheets for formative assessments 	<i>implementation and/or outcome data)</i> <ul style="list-style-type: none"> ● Walk through Data ● PD Feedback ● Grade Level Literacy Data
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● iReady Training ● Running Records Review and Alignment Training ● Update School Data Wall ● MTI <ul style="list-style-type: none"> ○ Collect Feedback ○ Engage Teachers in Intervention Action Planning ● Build Data Profiles of Multilingual learners 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● PD Feedback ● Literacy Data: <ul style="list-style-type: none"> ● iReady ● Running Records ● WA Kids ● Acadience ● MTI Data Plans
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Shared Learning & Schedule for SBA IAB's ● Plan for course corrections 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Literacy Data: <ul style="list-style-type: none"> ● SBA IAB's
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p>SIP Reflect and Revise Summary</p>		

SIP Goal 2: (SMARTIE goal here)

Between Fall of 2021 and Spring of 2024, students in grades K-6 students will be able to perform at grade level standard increasing from 37% to 42% meeting standard as measured by iReady and curriculum embedded assessments.

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

If the Lynnwood Staff provide a guaranteed and viable curriculum which meets all of the Common Core Standards for best practices in mathematics then students will receive a stronger and more rigorous curriculum which will aid them in meeting grade level expectations especially around numbers and operations, algebra, and problem solving. Additionally, students will have a common experience from classroom to classroom and receive stronger interventions to support learning gaps.

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: Provide a Guaranteed and Viable Curriculum	Principal and Certificated Staff
Strategy 2: Monitor Student Learning through Common Assessments	Principal and Certificated Staff
Strategy 3: (optional)	

How will we know that the strategy is working?

Strategy 1: Provide a Guaranteed and Viable Curriculum

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> <ul style="list-style-type: none"> ● Curriculum Playbook ● Complete Grade Level Team Schedules based on Time Recommendations ● Complete Grade Level Collaborative Curriculum Maps based on district Year-at-a-Glance ● Principal learning about best practices in mathematics ● Curriculum Inventory <ul style="list-style-type: none"> ○ Organize/Inventory/Replace Existing Shared Literacy Resources ● Principal Walk-Through Data Monitoring Tool <ul style="list-style-type: none"> ○ Focus on Math Blocks & Fidelity of Curriculum Use ● Partner/Action Plan with Tech Instructional Coach (Anna Malik) ● Professional Development from <i>Culturally Responsive Teaching and the Brain</i> regarding 'How Culture Programs the Brain' 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Completed Playbooks for Staff Use ● Schedule Audit ● Curriculum Maps ● Math Data: <ul style="list-style-type: none"> ● iReady ● WA Kids ● Complete Curriculum Library of Math Resources (Math Expressions and Manipulatives) ● Walk through Data ● PD Feedback
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Build Shared Learning of Tier 1 Strategies in Core Math 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Math Data: <ul style="list-style-type: none"> ● iReady ● WA Kids ● PD Feedback
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Professional Development from <i>Culturally Responsive Teaching and the Brain</i> regarding 'Building Learning Partnerships' ● Plan for course corrections 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Math Data: <ul style="list-style-type: none"> ● iReady ● WA Kids ● PD Feedback

Please complete the mid- and end-of-year reflect and revise summary using this link.

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

How will we know that the strategy is working?

Strategy 2: Monitor Student Learning through Common Assessments

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> <ul style="list-style-type: none"> ● Master Schedule with Math Blocks ● iReady Training ● Homeroom Training ● Create Shared Grade Level Spreadsheets for formative assessments 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Walk through Data ● PD Feedback ● Grade Level Math Data
<p>60-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● iReady Training ● Update School Data Wall ● MTI <ul style="list-style-type: none"> ○ Collect Feedback ○ Engage Teachers in Intervention Action Planning ● Build Data Profiles of Multilingual learners 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● PD Feedback ● Math Data: <ul style="list-style-type: none"> ● iReady ● WA Kids ● MTI Data Plans
<p>90-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Plan for course corrections 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>

Please complete the mid- and end-of-year reflect and revise summary using this link.

SIP Goal 3: (SMARTIE goal here)

Between Fall 2021 and Spring 2024, students will show increases in self-determined *self-efficacy* from 54% to 59% and *sense of belonging* from 62% to 67% as measured by the Panorama Student Wellness Screener and school developed K-2 data collection.

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

If the Lynnwood Staff knows how to explicitly teach emotional regulation skills and plans for, implements, and teaches Tier 1 behavior and character expectations, then students will be able to better regulate their behaviors and character. Students and families will also feel a sense of belonging and have better relationships with peers and the community.

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: Provide a Guaranteed and Viable Curriculum	All Staff
Strategy 2: Create a Sense of Belonging and Build Community through Family Engagement	All Staff
Strategy 3: (Optional)	

How will we know that the strategy is working?

Strategy 1: Provide a Guaranteed and Viable Curriculum

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> <ul style="list-style-type: none"> ● Master Schedule- Built in ‘Community Time’ for Morning Meetings and Second Step ● Adopt Discipline Flow Chart (Draft 5) ● Behavior Rotation Stations ● Review and Reinvigorate Pawesomes ● Review and Update Staff Handbook ● Review SWIS & District Discipline Training ● Implement Behavior Follow Up Template ● Second Step <ul style="list-style-type: none"> ○ Implementation Assessment ○ Staff Training (Certificated & Classified) ○ Staff Survey ○ Visuals ○ Classroom Tiering 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Schedule Audit ● Adopted Discipline Flowchart ● Staff Survey Feedback ● Pawesome Data ● Staff Handbook ● Behavior Follow Up Template ● PD Feedback ● Class Behavior & SEL Tiering
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Professional Development- Aligning Staff Response to Behaviors ● Review and Update Student Handbook from an Equity Lens ● Create Common Area Lesson Bank to support Adopted Behavior Matrix ● Shared learning around student self-efficacy and sense of belonging ● Building Character Celebrations into Assemblies 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● PD Feedback ● Student Handbook ● Behavior Lessons ● Assembly Agendas
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Behavior Rotation Stations ● Design Behavior Conferencing Tool ● Create Calm-Down Spots in all Spaces ● Finish Outdoor Motor Pathway & Brainstorm on Inside ● Whole Building Training in Responsive Classroom ● Plan for course corrections 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Behavior Conferencing Tool ● Calm Down Spots ● Completed Motor Pathway

Please complete the mid- and end-of-year reflect and revise summary using this link.

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

How will we know that the strategy is working?

Strategy 2: Create a Sense of Belonging and Build Community through Family Engagement

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)?

30-day plan

What does this look like in action?

- Panorama
 - Facilitate creation of action planning to address survey results:
 - Self-Efficacy
 - Sense of Belonging
 - Create K-2 Survey Data to monitor indicators
- Craft what Parent and Student Participation will look like on our School Improvement Plan
- *Bridging Cultures*
 - Create shared learning group around *Bridging Cultures*
 - Assess LWE Family Engagement using rubric and *Bridging Cultures Framework*
- Plan for Multicultural Night
- Build Natural Leaders Participation
 - Fall Webinar
 - Fall Natural Leaders Training
- Parent Teacher Organization
 - Help PTO rebuild their board
 - Increase Staff participation

What evidence or data will we review? (e.g., implementation and/or outcome data)

- Panorama Data
- Staff Feedback
- Leadership Notes
- Multicultural Night Planning Docs

60-day plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ● Monitor Ongoing Panorama Surveys ● Implement Instruction Regarding <ul style="list-style-type: none"> ■ Self-Efficacy ■ Sense of Belonging ● Plan for Multicultural Night ● Build Natural Leaders Participation <ul style="list-style-type: none"> ● Increase Participation ● Parent Teacher Organization <ul style="list-style-type: none"> ● Collaborate on Activities and Events ● Increase participation and engagement ● Road Map Survey Feedback 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Panorama/K-2 Survey Data ● Multicultural Night Planning Docs ● Natural Leaders Engagement Data ● PTO Engagement Data ● Parent Small Group Feedback
90-day plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Plan for course corrections 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>

Please complete the mid- and end-of-year reflect and revise summary using this link.

[SIP Reflect and Revise Summary](#)

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

Name:	Role:
Jacklyn Henly	Principal
Linda Parker	Kindergarten
Molly Gomez	Kindergarten
Jodie Carlsen	First Grade
Emerald Quach	Fourth Grade

Steve VandeGriend	Fifth Grade
Stacy Hatch	Sixth Grade
Janet Burton	Resource
Alicia Hickman	Music
Andrew Allred	Student Intervention Coordinator
Marie Samy	Family Engagement Liaison
Members of our Family Equity team	(Certificated Staff and Parents)

Links to supporting documents

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