



# Lynnwood High School School Improvement Plan Three-Year Plan

## 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 High 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 High school's enrollment has remained between 1,300 and 1,400 over the past ten years. We are a school proud of our diversity, our wide variety of programs, strong advanced placement program, and our efforts to provide a positive learning community that focuses on inclusion, belonging, and the whole student.

We have recently become an AVID school and are excited about the opportunity and instructional growth that we believe will be a result of the program. In addition, we also have become a STEAM school which will allow students the opportunity to receive a STEAM diploma in the career pathways of Environmental Science, Advanced Manufacturing, Computer Science, and Health Science.

Lynnwood High has an experienced staff who average over 15 years experience and over 70% having a Master's degree. Our focus in staff learning and growth fall under the domains of Equity, Engagement, and Excellence.

### 2020 - 2021 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	1408	NA	Two or More Races	122	8.7
American Indian/Alaskan Native	6	.4	English Language Learners	201	14.3
Asian	298	21.2	Homeless/McKinney-Vento	19	1.3
Black/African American	101	7.2	Low Income	629	44.7
Hispanic/Latino	386	27.4	Section 504	68	4.7
Native Hawaiian/Other Pacific Islander	15	1.11	Students with Disabilities	204	14.5
White	480	34.1	Student Mobility	49	3.38

## Section 2. Vision and Mission

<p><b>Our Equity, Engagement, and Excellence (E<sub>3</sub> Vision)</b></p>	<p>The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.</p>
<p><b>Our Mission</b></p>	<p><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.</b></p> <p><b>Our Mission at Lynnwood High School:</b> To close the opportunity gap and prepare ALL students with college and career readiness skills needed to thrive in a global society.</p> <p><b>Our Vision at Lynnwood High School:</b> Increase graduation rates to 95% by 2024 while decreasing all opportunity gaps in these rates.</p>

### Data and Stakeholder Engagement Summary

<p><b>E<sub>3</sub> Category</b></p>	<p>Below are the data our school used to better understand our work and support our school improvement efforts. We examined data that informed the areas of Equity, Engagement, and Excellence.</p>
<p><b>Equity</b> (such as student demographics)</p>	<ul style="list-style-type: none"> <li>● <i>On-Time graduation rate disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i></li> <li>● <i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</i></li> <li>● <i>District data stored on Skyward, Homeroom, and Panorama disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i></li> <li>● <i>Staff diversity</i></li> <li>● <i>Staff professional development topics and attendance</i></li> <li>● <i>Equity Team school audit and needs assessment (2018-19 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) disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i></li> <li>● <i>Panorama student survey data disaggregated by economically disadvantaged,</i></li> </ul>

	<p><i>student mobility, categorical programs, gender, race, and homeless student groups</i></p> <ul style="list-style-type: none"> <li>● <i>School passage and GPA rates disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups.</i></li> <li>● <i>Student Opinion Surveys</i></li> <li>● <i>Student Equity Survey</i></li> </ul>
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<p><b>Instructional Excellence</b> (and student learning)</p>	<ul style="list-style-type: none"> <li>● <i>ELA and Math proficiency rate disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i></li> <li>● <i>Seniors competing an AP course by the end of 12th grade disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i></li> <li>● <i>OSPI high school graduation rates, drop-out rates disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i></li> <li>● <i>School passage and GPA rates disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i></li> <li>● <i>Student enrolling in a post-secondary school after graduation</i></li> <li>● <i>AP test scores</i></li> <li>● <i>On-track for graduation rate disaggregated by grade level, economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i></li> </ul>
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**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?**

**Strengths for Lynnwood High** - ELA proficiency rate (78%/top ten decile in Statewide Data), dual credit enrollment (79%/top ten decile in Statewide Data), student feelings on school culture and climate, and reduction in school exclusions over the years.

**Areas for Growth** - On-track for graduation (67%) of ninth graders; on time graduation (82%) and disproportionality within these rates for our ELL, students with disabilities, and students of color. Attendance rate (78% regular attendance) and disproportionality within these rates for our students with disabilities.

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

Lynnwood High will continue to use our Equity Team and our Building Leadership Team as the key reviewers and developers of our SIP. We also plan to have a student advisory team and family advisory team involved this year in our SIP review and evolution. Our full staff will also be involved in the review and updates to our SIP (as well as individual instructional departments).

**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?**

Our key data point as a school is improving our on-time graduation rate. Currently our overall rate is 82% with disproportionate outcomes with several student groups (62% students with disabilities, 62% multilingual learners, and 76% low income). From our data, causal factors for this are...

\*9th grade on-track data. 34% of students end their first year at Lynnwood High behind in credits. This creates the need for almost a third of our student body and system working to recover credits over the next three years. Within this number are disproportionate credit accrual by race, gender, and student programs. This no-doubt creates the inequities we see at graduation.

\*Attendance. There is a strong connection between student attendance and credits earned. Our regular attendance rate has a significant gap within our students with disabilities (68%) and multilingual learners (72%) which we believe are causal factors that mirror what we see in passage and graduation rates.

\*Sense of Belonging - While we have data to celebrate in this area, our student survey data does indicate that not all students feel connected with a sense of belonging. We know that this feeling about school is directly connected to a student's engagement and progress with coursework.

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

*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.

**SIP Goal 1: Lynnwood High School will increase our on-time graduation rate to 88% in the 2021-22 school year (95% by 2024) and will also eliminate all opportunity gaps within these rates.**

**Theory of action**

If we..

\*Create a 12th grade team (lead by a building administrator, counselor, and credit recovery teacher) to monitor all individual student progress towards graduation that also creates individualized plans for students who fall off-track

\*Create grade level teams (lead by a building administrator and counselor) to monitor all individual student progress towards graduation that also creates individualized plans for students who fall off-track

\*Meet with and develop plans for recovery and graduation with all 12th grade students (as well as in grades 10, and 11)

\*Monitor system wide credit accrual data (by content areas and teacher) to then design systems to support passage and recovery

\*Engage all instructional departments to examine their passage rate and credit accrual data to then create plans to address individual and system solutions to increasing passage rates and opportunities for recovery...

...then more students will graduate from Lynnwood High School on-time and we will meet our on-time graduation goal of 95% by 2024.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Create a 12th grade team (lead by an administrator, counselor, and teacher) to examine/monitor on-track for graduation data. This team will design plans for individual students as well as leading systemic changes that will address discovered barriers and inequities discovered in the continuous data review cycle.	Administrator - Piper Counselor - Nivens Teacher - Esko
Strategy 2: Create an 11th and 10th grade team to examine/monitor on-track for graduation data. This team will design plans for individual students as well as leading systemic changes that will address discovered barriers and inequities discovered in the continuous data review cycle.	Administrator - Gray or Lowes Counselors - TBD Teacher - TBD

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


Strategy 1 and 2: 12th, 11th and 10th grade teams will have data in hand on our progress and number of students off-track. We will see evidence of student plans being created, communicated, implemented and monitored. This will then lead to an increase in students who are on-track to graduate.

**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>Target Date: Nov. 30</i></p>	<p><i>What does this look like in action?</i></p> <p><i>Strategy 1: Our 12th grade team will have an established calendar for meeting and system for data collection and review.</i></p> <p><i>Strategy 2: Our 10th and 11th grade teams will have an established calendar for meeting and system for data collection and review.</i></p>	<p><i>Data for Review -</i></p> <p><i>*12th grade on track for graduation (individual and macro data broken down by subgroups)</i></p> <p><i>*10th, 11th grade on track for graduation (individual and macro data broken down by subgroups)</i></p>
<p><i>60-day plan</i></p> <p><i>Target Date: Jan 28</i></p>	<p><i>What does this look like in action?</i></p> <p><i>Strategy 1: Our 12th grade team will be ensuring that all 12th grade students and families have information and access to their on-track status as well as a developed plans for students off-track</i></p> <p><i>Strategy 2: Our 10th and 11th grade teams will be ensuring that all students and families have information and access to their on-track status as well as a developed plans for students off-track</i></p>	<p><i>*12th grade on track for graduation (individual and macro data broken down by subgroups)</i></p> <p><i>*10th, 11th grade on track for graduation (individual and macro data broken down by subgroups)</i></p> <p><i>*Passage rates by content areas and courses (broken down by subgroups to examine disproportionalities)</i></p>

<p>90-day plan</p> <p>Target Date: April 11</p>	<p><b>Strategy 1 and 2:</b></p> <p>Our teams will continue to review data, make sure all students have plans and information in place.</p> <p>Our grade level teams and administration will lead individual departments and teachers to examine their course passage rate data to then design grading adjustment and recovery plans for their students off-track.</p> <p>Additionally, we will begin engaging instructional teams and our school in systemic changes and barriers that need to be addressed to address inequities and barriers to student success</p>	<p>*12th grade on track for graduation (individual and macro data broken down by subgroups)</p> <p>*10th, 11th grade on track for graduation (individual and macro data broken down by subgroups)</p> <p>*Passage rates by content areas and courses (broken down by subgroups to examine disproportionalities)</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 2: Lynnwood High School will increase our 9th on-track to graduate rate from 67% to 81% (95% by 2025) and will also eliminate all opportunity gaps within these rates.**

**Theory of action**

If we..

- \*Create a 9th grade team (lead by a building administrator and counslor) to monitor all individual student progress towards graduation that also develops plans to intervene with all students who fall off-track
- \*Monitor system wide credit accrual data (by subject and teacher) to then design systems to support passage and recovery
- \*Engage all instructional departments (and individual teachers) to examine their passage rate and credit accrual data to then create plans to address individual and system solutions to increasing passage rates and opportunities for recovery



\*Engage all 9th grade teachers in grading practice conversations to examine and eliminate practices that are barriers to students earning course credits...

...then we will see an increase of students who are on track to graduate as measured by 9 - 11 grade credits earned.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Create a 9th grade team (lead by an administrator, counselor, and teacher) to examine/monitor on-track for graduation data. This team will design plans for individual students as well as leading systemic changes that will address discovered barriers and inequities discovered in the continuous data review.	Administrator - Lowes or Gray Counselor - TBD Teacher - TBD
Strategy 2: <i>(optional)</i>	
Strategy 3: <i>(optional)</i>	

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

Strategy 1: 9th grade team will have data always in hand on our progress and number of students off-track. We will see an increase in the percentage number of students on-track to graduate.

***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>Target Date:</i> <i>Nov. 30</i></p>	<p>Our 9th grade team will have an established calendar for meeting and system for data collection and review.</p>	<p>*9th grade 1st semester quarter grades (individual and macro data broken down by subgroups).</p>
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<p><i>60-day plan</i></p> <p><i>Target Date:</i> <i>Jan. 28</i></p>	<p>9th grade team will be ensuring that all 9th grade students and families have information and access to their students progress in classes and plan to improve grades to passing if failing any course.</p>	<p><i>*9th grade on track for graduation (individual and macro data broken down by subgroups).</i></p> <p><i>Note: Prior to 2nd Semester we will only be able to use passage rates.</i></p> <p><i>*Passage rates by content areas and courses (broken down by subgroups to examine disproportionalities)</i></p>
<p><i>90-day plan</i></p> <p><i>Target Date:</i> <i>April 11</i></p>	<p>Our 9th grade team will continue to review data and make sure all students have plans and information in place.</p> <p>Our 9th grade level teams and administration will lead individual departments and teachers in examining their course passage rate data to then design grading practice and recovery plans for their to support students who are off-track for graduation.</p> <p>Additionally, we will begin engaging instructional teams and our school in systemic changes and barriers that need to be addressed to address inequities and barriers to student success</p>	<p><i>*9th grade on track for graduation (individual and macro data broken down by subgroups).</i></p> <p><i>*Passage rates by content areas and courses (broken down by subgroups to examine disproportionalities)</i></p>
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</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.

**SIP Goal 3: Lynnwood High School will increase our students' feelings of belonging and safety within our school community as measured by grade level, race, gender, low-income, and categorical programs.**

**Theory of action -**

*If we...*

- \*Provide space and opportunity for our students to be heard*
- \*Provide opportunities for connection and support*
- \*Continue to grow and offer training in responsive practices*
- \*Provide routine opportunities to address our students’ social and emotional needs (SEL)*

*...then our students feelings of belonging and safety will increase.*

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Provide weekly community building opportunities and SEL instruction through advisory	SEL leadership team (Admin, Psychs, Counseling and teacher leaders)
Strategy 2: <i>(optional)</i>	
Strategy 3: <i>(optional)</i>	


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

Strategy 1: Student and staff surveys will show increase in student’s feelings of belonging and safety (Panorama will be our primary data source)

***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>Target Date:</i> <i>Nov. 30</i></p>	<p>SEL team will meet to establish objective and structure for Sept - June advisory activities.</p> <p>First month of content and activities will be created.</p>	<p>SEL team will survey both students and staff to determine SEL priorities and most urgent needs to address through advisory</p>
<p><i>60-day plan</i></p> <p><i>Target Date:</i> <i>Jan 28</i></p>	<p>SEL team will continue to create content and activities based on student and staff feedback and SEL needs assessment.</p> <p>Panorama survey completed by students and survey results analyzed by SEL team and full staff. Results to be analyzed by grade level, race, gender, low-income, and categorical programs.</p>	<p>Student engagement with SEL activities.</p> <p>Student and staff survey on advisory time.</p> <p>Panorama survey data</p>
<p><i>90-day plan</i></p> <p><i>Target Date:</i> <i>April 11</i></p>	<p>SEL team will continue to create content and work with district pilot materials (if available).</p> <p>Multiple Panorama surveys completed with results analyzed by SEL team and full staff. Results to be analyzed by grade level, race, gender, low-income, and categorical programs.</p>	<p>Student engagement with SEL activities.</p> <p>Student and staff survey on advisory time.</p> <p>Panorama survey data</p>

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?

<b>Name:</b>	<b>Role:</b>
*Student Leadership Team	To advise and provide feedback and voice from student perspective
*Parent Leadership Team	To advise and provide feedback and voice from parent perspective
*Building Leadership Team	School steering committee headed by instructional department chairs
*LHS Equity Team	School leadership team focused on anti-racism and Equitable outcomes for students
*LHS SEL Team	Building team focused on developing, modeling and leading our SEL efforts with students and staff
LHS Administration	Principal, Assistant Principals, Assistant Superintendent, and SINC
*Groups will provide input beginning on 10/22	

### Links to supporting documents

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