



# Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) 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 every student experiences belonging and is 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.

<b>Current School Year</b>	2022-2023
<b>Our School Name</b>	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.**

Lynnwood Elementary School, home of the Leopards, is a diverse learning community committed to excellence in academics, ingenuity, and personal character. 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. We are committed to learning.

The Lynnwood Elementary staff expects all students to be successful in meeting or exceeding established academic standards. Staff and families work in partnership to meet each child's needs, considering their strengths and challenges. Students learn to take ownership of their own education. We prioritize academic, behavioral, and social-emotional learning.

We as a community share the responsibility of educating all students, and school staff works to cultivate reciprocal relationships with families and encourage their partnership in educating their own child(ren) and all students, recognizing that the success of every student creates a more dynamic, cognitively busy learning environment and improves our school. Families are encouraged to join the Parent Teacher Organization (PTO), Natural Leaders, and to volunteer at our school during the school day and after school events.

Our staff is committed to improving their professional practice through professional development, modeling to our students what it means to be lifelong learners and recognizing that the most successful schools are places where everyone learns and grows. We use a multi-tiered system of supports (MTSS) known as E3- Equity, Engagement, and Excellence for each and every student. We teach students to be respectful, responsible, and ready to learn through our implementation of Positive Behavioral Interventions and Supports (PBIS).

Students by Federal Race Category:

Federal Race	Number of Students	Percentage of Total Students
Asian	115	20.6%
Black/African American	71	12.72%
Hispanic/Latino of any race(s)	138	24.73%
American Indian/Native Alaskan	4	0.71%
Native Hawaiian/Other Pacific Islander	5	0.89%
White	191	34.22%

Students by Program:

Program	Number of Students	Percentage of Total Students
504	8	1.42%
Free/Reduced Lunch	280	49.91%
Homeless	9	1.60%
Special Education	73	13.01%
Multilingual Learner	155	27.62%

Top 5 Spoken Languages (Out of 39+ Languages):

1. English
2. Spanish
3. Vietnamese
4. Arabic
5. Russian

## Section 2. Vision and Mission

<b>Our Equity, Engagement, and Excellence (E3 Vision)</b>	<b>Equity, engagement, and excellence for each and every student.</b>
<b>Our Mission</b>	<b>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.</b>

### Data and Stakeholder Engagement Summary

<b>E3 Category</b>	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
<b>Equity</b> (such as student demographics)	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</i>  <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility,</i>

	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>and homeless student groups</i> <i>Staff diversity</i> <i>Staff professional development topics, and staff who attended</i> <i>Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results</i>
<b>Engagement</b> (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Skyward: Student attendance (percent regular attenders),</i> <i>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 referral?))</i> <i>Panorama student survey data</i> <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>
<b>Instructional Excellence</b> (and student learning)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> <i>Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i> <i>OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> <i>OSPI high school graduation rates, drop-out rates</i> <i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i> <i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i>

**Reflection questions**

**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?**

The data shows that all students, across groups and programs, have room for growth academically and social-emotionally; many students are performing one or more years below grade level in math and reading and report a low sense of belonging. The data is examined holistically and disaggregated by race, gender, and program to identify any performance gaps amongst specific student groups. This data tells us that students participating in special education and multilingual learners have fewer students performing at or above grade level when compared to their neurotypical and native-English speaking peers. This informed our SIP planning and led to revised SIP goals that focus on all students to ensure we close any existing opportunity and performance gaps.

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

6th grade students were engaged in the SIP process through small group question and answer sessions and through weekly journaling following the thread of *sense of belonging*. All staff were involved in the SIP process through regular meetings and collaborative action planning based on goals, through team feedback and sharing, by sharing during professional development aligned to SIP goals, and through survey feedback. Six families participated on our School Improvement Team during monthly meetings centered around school improvement goals and other families participated through an open forum and by providing feedback through surveys. This school year, many staff members advocated for SIP goals that are more inclusive of all students and span all grade levels, recognizing that this work begins in kindergarten and all staff shares responsibility for school improvement.

**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?**

Practices that can lead to improved outcomes for all students include improved collaboration between staff and within grade level teams and prioritizing and protecting time for staff to do collaborative work; increased staff learning around data literacy and using data to inform planning and instruction and to intentionally design interventions and supports for our lowest performing students; improved communication with families including translated communication and use of interpreters for speakers of languages other than English; and increased opportunities for students to build stronger connections with other students and adults.

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

The majority of students across grade levels are performing below grade level in math and reading according to multiple sources of data. Prioritizing academic achievement for all students in math and reading is imperative. Approximately one-third of our students report not having a strong sense of belonging, so cultivating stronger relationships between students and between staff and students is a top priority.

## **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: Our overall goal in literacy for grades K-6 is that 80% of students will make one year's growth every year for the next three years in reading skills- phonics, phonemic awareness, and reading comprehension- as measured by i-Ready and Acadience composite scores by June of 2023.**

***Theory of action:***

If we take a data driven approach to inform instructional practices and intentionally and strategically plan interventions for our students who are performing below grade level in reading, we can develop reading skills in lower-achieving students so they perform at grade level and therefore improve the academic achievement of all students in the classroom.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Tier 2 intervention design and implementation based on common assessment and progress monitoring for improving phonics, phonemic awareness, and reading comprehension.	Certificated Staff (Grade Level Teachers, Title Team)

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

Strategy 1: Tier 2 intervention design and implementation based on common assessment and progress monitoring for improving phonics, phonemic awareness, and reading comprehension.

***What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?***

<b><i>Mid-year Reflect and Revise plan</i></b>	<p><b><i>What does this look like in action?</i></b></p> <p>Grade Level Teams meeting regularly to review data from common assessments, identify students who need additional support, and plan instruction.</p>	<p><b><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></b></p> <p>-Team Meeting Minutes</p>
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	<p>Ongoing assessment using i-Ready Reading and Acadience.</p>	<ul style="list-style-type: none"> <li>-Documentation on strategic student grouping</li> <li>-Documentation of research-based instructional strategies for intervention</li> <li>-Documentation of Tier 2 entry and exit criteria</li> <li>-i-Ready and Acadience Data</li> <li>-Curriculum-based measurements</li> </ul>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Students meeting exit criteria for planned intervention.</p> <p>Teachers following school district assessment plan, core curriculum instruction, and improved academic performance using multiple measures.</p> <p>Classroom teachers meeting student growth goals.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> <li>-Team Meeting Minutes</li> <li>-Documentation on strategic student grouping</li> <li>-Documentation of research-based instructional strategies for intervention</li> <li>-Documentation targeted students' progress</li> <li>-i-Ready and Acadience Data</li> <li>-Curriculum-based measurements</li> <li>-Teacher-provided student growth goal data</li> </ul>

**SIP Goal 2: Our overall goal in math for grades K-6 is that 70% of students will make one year's growth each year for the next three years as measured by i-Ready and Math SBA scores by June of 2023.**

**Theory of action:**

If we take a data driven approach to inform instructional practices and intentionally and strategically plan interventions for our students who are performing below grade level in math, we can develop math skills in lower-achieving students so they can eventually perform at grade level and improve the academic achievement of all students in the classroom.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Tier 2 intervention design and implementation based on common assessment and progress monitoring.	Certificated Staff (Grade Level Teachers)

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

Strategy 1: Tier 2 intervention design and implementation based on common assessment and progress monitoring.

**What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?**

<i>Mid-year Reflect and Revise plan</i>	<i>What does this look like in action?</i>	<i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i>
	<p>Grade Level Teams meeting regularly to review data from common assessments, identify students who need additional support, and plan instruction.</p> <p>Ongoing assessment using i-Ready Math and curriculum-based measurement.</p>	<p>-Team Meeting Minutes -Documentation on strategic student grouping -Documentation of research-based instructional strategies for intervention</p>



		<ul style="list-style-type: none"> <li>-Documentation of Tier 2 entry and exit criteria</li> <li>-i-Ready Data</li> <li>-Curriculum-based measurements</li> </ul>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Students meeting exit criteria for planned intervention.</p> <p>Improved academic performance using multiple measures.</p> <p>Classroom teachers meeting student growth goals.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> <li>-Team Meeting Minutes</li> <li>-Documentation on strategic student grouping</li> <li>-Documentation of research-based instructional strategies for intervention</li> <li>-Documentation targeted students' progress</li> <li>-i-Ready Data</li> <li>-Curriculum-based measurements</li> <li>-Teacher-provided student growth goal data</li> </ul>

**SIP Goal 3: By Spring 2024, students will show increases in *sense of belonging* from 62% to 71% as measured by the Panorama Student Wellness Screener and school developed K-2 surveys.**

***Theory of action:***

If we prioritize relationships and the social-emotional learning of our students, then all students will experience a greater sense of connectedness and “belonging” to adults and students in our school.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Give students an opportunity to take the Panorama Survey again in late fall, late winter, and late spring to monitor progress toward achieving the goal and continue to use survey data to identify students for targeted interventions and supports and initiate those interventions and supports.	Certificated Staff

<p>Strategy 2: School-wide PBIS Implementation and meetings to analyze and discuss social-emotional and behavioral trends at LWE using SWIS and Skyward Data; Tier 2 and Tier 3 meetings to identify individual students for more targeted interventions and supports.</p>	<p>MTSS-B Team Student Support Team School Improvement Team, SINC, Principal</p>
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**How will we know that the strategy is working?**

Strategy 1: Give students an opportunity to take the Panorama Survey again in late fall, late winter, and late spring to monitor progress toward achieving the goal and continue to use survey data to identify students for targeted interventions and supports and initiate those interventions and supports.

***What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?***

<p><b><i>Mid-year Reflect and Revise plan</i></b></p>	<p><b><i>What does this look like in action?</i></b></p> <p>All students in grades 3-6 provided the opportunity to complete Panorama Survey.</p> <p>All students in grades K-2 given Panorama-like survey.</p> <p>Students with unfavorable responses to survey questions under belonging category identified and supports discussed.</p> <p>Identified students provided with opportunities for forming better relationships with students and staff.</p> <p>Social-emotional learning instruction in classrooms.</p> <p>Tier 2 supports established using entry and exit criteria, such as check-in/check-out.</p>	<p><b><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></b></p> <p>Panorama Survey completion rates and responses.</p> <p>Panorama-like survey responses.</p> <p>Entry/Exit Criteria and documentation of provided supports for students needing intervention.</p> <p>Documentation of students referred to counseling and for 504/IEP services.</p>
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<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>All students in grades 3-6 provided the opportunity to complete Panorama Survey.</p> <p>All students in grades K-2 given Panorama-like survey.</p> <p>Students meeting exit criteria for Tier 2 interventions.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama Survey completion rates and responses.</p> <p>Panorama-like survey responses.</p> <p>Entry/Exit Criteria and documentation of provided supports for students needing intervention.</p> <p>Documentation of students referred to counseling and for 504/IEP services.</p>
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**How will we know that the strategy is working?**

Strategy 2: School-wide PBIS Implementation and meetings to analyze and discuss social-emotional and behavioral trends at LWE using SWIS and Skyward Data; Tier 2 and Tier 3 meetings to identify individual students for more targeted interventions and supports.

***What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?***

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Behavior expectations stations and supplemental materials reviewed with all students.</p> <p>SWIS and Skyward behavior data trends shared at all staff and team meetings. Data disaggregated by identify markers, grade levels, specific classrooms, and school program and steps to identify areas for improvement and support.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SWIS and Skyward data</p> <p>Meeting minutes</p> <p>Student Advisory Feedback</p> <p>'Pawesomes'</p> <p>Panorama Survey completion rates and responses.</p> <p>Panorama-like survey responses.</p>
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	<p>Student advisory committee established and opportunity for them to provide feedback.</p> <p>Implementation of ‘Pawesomes’ positive reinforcement</p>	<p>Entry/Exit Criteria and documentation of provided supports for students needing intervention.</p> <p>Documentation of students referred to counseling and for 504/IEP services.</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>SWIS and Skyward behavior data and Panormaa data reviewed to plan future strategies/interventions to support this goal area.</p> <p>Student Advisory feedback considered and acted on where possible.</p> <p>Family feedback survey reviewed to consider new approaches to involve families in cultivating a greater sense of belonging or students.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SWIS and Skyward data</p> <p>Meeting minutes</p> <p>Student Advisory Feedback</p> <p>‘Pawesomes’</p> <p>Panorama Survey completion rates and responses.</p> <p>Panorama-like survey responses.</p> <p>Entry/Exit Criteria and documentation of provided supports for students needing intervention.</p> <p>Documentation of students referred to counseling and for 504/IEP services.</p>

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

<b>Name:</b>	<b>Role:</b>
<b>Building Principal</b>	<b>Write, review, share out for feedback, revise</b>
<b>All Staff</b>	<b>Provided initial input and will give feedback for revision</b>
<b>Families including PTO and Natural Leaders</b>	<b>Provide feedback and suggestions for revision</b>
<b>Student Advisory</b>	<b>Provide feedback and suggestions for revision</b>

### Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)