

2023–24 Consolidated School Improvement Plan

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Lynndale Elementary	1g. Grade Span: K-6 School Type: Elementary
1b. Principal: Jimmy Vinh Xuan Nguyen	1h. Building Enrollment: 388
1c. District: Edmonds School District	1i. F/R Percentage: 57%
1d. Board Approval Date: Oct 24, 2023	1j. Special Education Percentage: 19.1%
1e. Plan Date: Sep 11, 2023	1k. English Learner Percentage: 25%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 3+	



Section 2: School Leadership Team Members and Parent-Community Partners

Jimmy Nguyen, Principal
Sally D'Ault, 6th Grade
Gina Kusumoto, Kindergarten
Tillie Hust, ML Teacher

Tony Aspinall, 5th Grade
Julie Ledford, Title
Michelle Skinner, EEA Rep
Caroline Gaskill, Digital Learning Coach
Stacey Sateren, 1st Grade

Section 3: Vision and Mission Statement

Vision: equity, engagement, and excellence for each and every student

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.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Student Populations

- **What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?**

An analysis of our achievement data showed that our two lowest achieving groups are our Multilingual Learners and Students with Disabilities.

- **What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**
 - Implementation of adopted curriculum with fidelity
 - Lack of updated curriculum materials
 - Confusion over WIN (intervention block) and inability to assess progress for some students
 - Lack of professional development on SIOP and/or GLAD strategies to improve instruction for Language Learners
 - Impact of low attendance
 - Decrease in students and staff sense of belonging on campus

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- **A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).**
 - a. **What strengths do they possess?**
 - Loving family , family members working during the day
 - Nontraditional family structures, ie. Single parent households, multigenerational, multiple families in one household
 - Love for school and their supportive teacher, enjoys time at recess
 - Some speak multiple languages at home.
 - Families have been part of the school community over many generations.

 - b. **What challenges do they face?**
 - Often, children will not have had pre-K learning experiences.
 - Families are managing multiple factors after school, providing limited time to sit and do school work. Working evening shifts.
 - If at childcare, children may not see their families until dinner time.
 - Having lived through the interruption of the COVID pandemic, social skills are still developing in many children.
 - Technology is not available to all students equitably (internet access, home computers)
 - Some families speak a language other than English at home. Printed, translated school information is only available in a few languages.

 - c. **What are some important relationships in their life?**
 - Immediate family members in the home
 - Classroom teacher
 - Close friends and neighbors
 - After school class teachers, coaches, daycare providers

- **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students**
 - a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**
 - All kindergarten, 1st and 2nd grade students are assessed using the Benchmark Acadience Reading testing program during designated testing windows in Fall, Winter, and Spring.
 - During the September/October testing window:
 - Kindergarteners are assessed on Letter Naming Fluency and First Sound Fluency.
 - First graders are assessed on Letter Naming Fluency, First Sound Fluency, and Phonemic Segmentation.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Second graders are assessed on Nonsense Word Fluency and Oral Reading Fluency.
 - Third graders whose scores fell below or well-below on last spring's Acadience testing as well as any students of concern, as requested by classroom teachers, are assessed on Nonsense Word Fluency and Oral Reading Fluency.
 - Fourth, fifth, and sixth graders whose spring SBA scores fell below or well-below in ELA, as well as any students of concern, as requested by classroom teachers, are assessed on Nonsense Word Fluency and Oral Reading Fluency.
- b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**
- Kindergarten and first grade students whose skills fall below and well-below benchmark goals on Acadience are screened and ranked using the Phonological Awareness Screener for Intervention (PASI) to determine the skill level where intervention instruction will begin.
 - Second through sixth grade students whose skills fall below and well-below benchmark goals on Acadience are screened and ranked using the Phonics Screener for Intervention (PSI) to determine the skill level where intervention instruction will begin.
- c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**
- Students who qualify for Title 1 services are progress monitored approximately every 3 weeks, using Acadience, PASI, and PSI.
 - Progress monitoring data determines which students will advance to new skill groups and which students will remain in their current instructional groups.
 - Students must meet grade-level benchmark goals over 3 consecutive progress monitoring periods in order to exit from Title 1 services.

Educators

1. **Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?**
 - Our work around equity is incorporated into every aspect of the school community. Time is allocated to call out, and be thoughtful about, all student experiences. This year, the Equity Team will look critically at ways we can enhance the overall school experience of every child. Engagement and excellence is what we strive for each day.
2. **What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?**

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Our Title Team will provide guidance to staff in implementing an intervention block for students that is targeted and data-based.
 - Our ML team will provide professional learning to support teaching students learning language. Specific strategies in SIOP and GLAD will be provided to staff. Additional learning cycles with teams will be offered.
 - Our counseling and office team will provide guidance to teachers about working with students living in trauma, and develop tiers of building support.
3. **What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**
- We have spent time reviewing curriculum and pacing guides to ensure we are teaching materials with fidelity. Practice and fidelity will be evaluated through team discussions and building walkthroughs.
 - With significant needs around social/emotional learning, staff have spent time better understanding students with severe needs. Evaluated through Panorama, healthy youth, and annual staff survey.
4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development**
- a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**
- Para staff survey identified working with students who are escalated, and working with children learning language as a goal.
 - Teaching staff will receive training on tier 1 support, and training on using new curriculum. Training will be provided to teachers on how to work with students learning language, and learning on intervention time for students. This learning was based on data provided that identified areas of focus for the campus.
- b. **How will the professional development activities benefit the students receiving targeted assistance services?**
- Professional learning will increase quality of instruction and engagement provided by staff, Students will receive instruction on specific areas of need.

Systems of Support

1. **Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.**
- The newly created Culture and Climate Team is working to build clarity on the supports of the campus.
 - An overall PBIS vision document identifying all supports for students and staff
 - A Teacher vs. office managed behaviors document
 - Character Ed lessons provided by teachers, office, and the school counselor.
 - Regular lessons and supports by the school counselor for the entire campus
 - Information to staff on steps during an emergency. Regular meetings by the safety team to discuss responses by the campus.
 - Various teams within the campus to meet and review student attendance, SWIS data for behavior referrals,
2. **How did your school identify these areas of strengths and improvement?**

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- The Culture and Climate Team met to review staff and student data during summer retreat. As the team reviewed all aspects of student support, then focused on particular areas based on feedback.
3. **How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.**
 - As our multiple leadership teams evolve over time, we will continue to explore ways to add parent connection to our work regularly. Currently, we work to respond to each individual need, and seek input from families when concerns arise. For example, when the community had feedback for a particular topic/situation, administration scheduled a meeting with each of the 7 families who wanted to share input. Each was provided time for listening, strategies for next steps, and offered follow-up. This individualized support is what we are striving for with each topic that comes along.
 4. **What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?**
 - As we move along, we would like to see community members as a part of leadership teams. We also want to explore ways to seek input from families at events that are already on schedule. We would like to use our Family Engagement Liaison to support us in connecting with, and hearing from the families we support.
 5. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions**
 - a. **How does your targeted assistance program coordinate with core and additional programs in the school?**
 - Our interventionist (Title, ML, SPED) collaborate with classroom teachers to provide various supports throughout the school. One structure in place in our intervention block called WIN (what I need). During this time, interventionist staff look at data to provide targeted support for students for an entire grade. Classroom teachers work in sync with interventionist to provide this targeted support. Data is reviewed every 4-6 weeks depending on grade and groups are reorganized so that they meet individual student needs.
 - b. **How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**
 - Every students during the intervention block gets targeted instruction on their areas of need. These are flexible groups that change and evolved every 4-6 weeks through collaboration from classroom teachers and interventionist.
 - c. **How do you support transitions between grade spans?**
 - Early Fall, interventionist push into classes to reset students on learning for the upcoming school year.
 - Teachers are provided information regarding students for the upcoming year. Teachers of one grade level meet with the next so that there is as smooth a transition as possible.
 - Learning materials are provided to students for summer.
 - For particular students, summer school has been an option in the past.
 - d. **Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?**

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- We provide a school-wide intervention block that all students participate in. This allows for limited loss of time with electives/enrichment. Inevitably, when intervention occurs for particular students, some loss of time in class is required. We are hopeful that through strategic planning, being thoughtful of the master schedule and when students are pulled, that all students will continue to be able to participate in electives/enrichment.
6. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – Parent and Family Engagement**
- a. **How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**
- The Title team has conducted surveys this year to seek input from families on the program to support them.
 - Curriculum Night is scheduled for Sept. 21, 2023. This is a time for families to learn about school materials, as well as the school to learn about families and their needs.
 - There is a school Spring event where again, families come to campus to learn about the progress of their children, and ways they can support at home. The school gains understanding from families on how to best serve their children.
 - Parent teacher conferences happen in October, and again in March.
- b. **How will you evaluate your parent and family engagement strategies? How will you know if they are working?**
- Title Survey feedback.
 - Family Panorama Data.
 - Informal feedback from families at school events.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

- During our 2 day summer retreat, our Comprehensive Needs Assessment identified areas of need for our students: Students Learning Language, and Students with Disabilities. These two groups scored the lowest on state assessments. To support the needs, we determined that funding to provide professional learning for staff with potential sub release, academic materials that were missing, and added staffing to support our intervention model would be necessary to focus on these areas.
- Additionally, we are monitoring our attendance data, and data related to students' sense of belonging- working with the Culture and Climate Team on ways to support students in this area.

5a. SY 2023–2024 SMARTIE Goal #1:

All Students will engage in high quality instruction designed to improve academic literacy, specifically focused on phonics, provided by the 95% curriculum. The percentage of students meeting grade level expectations will increase from 52% to 55%; the percentage of students in ML will improve from 29% to 34% between Sept. 2023 through May 2024.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible)</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional</i>

<i>Who, specifically, will benefit from this practice/activity?</i>	<i>the specific students named in your SMARTIE Goal?</i>	<i>will progress be monitored or data reviewed?</i>		<i>development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Implement the adopted core curriculum with consistency/fidelity.	Curriculum based assessments Grade Level Team Lead check-ins Admin review submitted daily schedules Principal Walk-throughs Student Contact- talking to the kids	Weekly admin walk-throughs September through Nov. 2023 Check-in in January 2024	Principal Instructional Leadership Team Classroom Teachers SPED Teachers ML Teachers	95% curriculum i-Ready my path Pacing Guide Collaboration Materials- clickers, student set of cards, sleeve protectors, highlighters
Activity 2 Define and develop intervention block (WIN)	Students will be assessed in ongoing repeated intervals and shifted to specific areas of need. Ideally, extension groups will group over time	September 2023 through June 2024	4 Title Teachers Principal	95% intervention curriculum Running Records i-Ready
Activity 3 Support teachers with tier 1 GLAD strategies based on the ML needs survey conducted for each team	2 specific Glad strategies Using and understanding academic language Anecdotal Teacher/Admin Evidence Exit surveys following learning cycles	September 2023 to June 2024 4 learning opportunities for staff throughout the year 6 week learning cycles with grade level teams	2 ML Teachers Principal	Grade level Learning Cycles Support teachers with GLAD and SIOP Strategies
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Release time for 24 teachers for 3 half days each (\$10,000)				
2. 1 hour of para time for added support during intervention block (\$9,000)				
3. Academic Materials (clickers, extra card sets, sleeve protectors for materials, supplies) (\$1,000)				

5b. SY 2023–2024 SMARTIE Goal #2:

All Students will engage in high quality instruction designed to improve math competency as measured by the Fall 2023 i-Ready math assessment. The percentage of students meeting grade level expectations will increase from 14% to 17%; the percentage of students meeting grade level expectations in ML will improve from 0% to 5% between Sept. 2023 and May 2024.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Implement the adopted core curriculum with fidelity.</p>	<p>Curriculum based assessments</p> <p>Grade Level Team Lead check-ins</p> <p>Admin review submitted daily schedules</p> <p>Principal Walk-throughs</p> <p>Student Contact- talking to the kids</p>	<p>Weekly admin walk-throughs</p> <p>September through Nov. 2023</p> <p>Check-in in January 2024</p>	<p>Principal</p> <p>Instructional Leadership Team</p> <p>Classroom Teachers</p> <p>SPED Teachers</p> <p>ML Teachers</p>	<p>Math Expressions</p> <p>i-Ready my path</p> <p>Pacing Guide</p> <p>Collaboration</p>
<p>Activity 2</p> <p>Support teachers with tier 1 GLAD strategies based on a needs survey conducted for each team</p>	<p>Students will be assessed in ongoing repeated intervals and shifted to specific areas of need. Ideally, extension groups will group over time</p>	<p>September 2023 to June 2024</p> <p>4 learning opportunities for staff throughout the year</p> <p>6 week learning cycles with grade level teams</p>	<p>2 ML Teachers</p> <p>Principal</p>	<p>Grade level Learning Cycles</p> <p>Support teachers with GLAD and SIOP Strategies</p>

Activity 3 Students engage in two lessons of i-Ready math practice each week.	Student Engagement data by teacher Pre Mid Post assessments on i-Ready. Teachers provide class time 40 minutes math per week	Sept. 2023–May 2024 Check-ins at each quarter	Classroom Teachers Instructional Leadership Team Principal	i-Ready my path After School Learners
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Friday activity bus to support after school learners (\$4,000)				

5c. SY 2023–2024 SMARTIE Goal #3:

The percentage of students reporting a sense of belonging in grades 3–6 at Lynndale Elementary will increase from 55% to 58% based on Panorama data and other qualitative data such as school surveys, between Sept. 2023 through May 2024.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Develop a team to build a school-wide PBIS vision for proactive and productive reactive strategies to support students and teachers	Development of a PBIS school-wide vision document	August 2023– November 2023	Principal Instructional Leadership Team Culture and Climate Team	Panorama Data Planning Time District Leadership Training and Support
Activity 2 Zero in on specific focuses for students and teachers on strategies that will address	Collated feedback data from staff on focus areas	September 2023–March 2024	Principal Culture and Climate Team	Panorama Data Planning Time

students' sense of belonging. Provide PD and activities in those areas.	Execution of supports for focus areas Staff Survey			District Leadership Training and Support Second Step
Activity 3 Develop an age appropriate assessment tool with a protocol for interpreting the results for grades K-2 to determine their sense of belonging	K-2 Assessment Tool	February 2024-May 2024	Principal Culture and Climate Team	Panorama Data Inquiry of other building documents Google Form from District for K-2 survey
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Timesheet for team planning time (\$2,000)				

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023-24)

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Provide additional collaboration time for support math and reading instruction, team planning, SIOP and GLAD training, and development of intervention blocks.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Collaboration time for Title I, ML, and classroom teachers to meet and analyze data, regrouping students, and plan intervention.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Training for staff on PBIS, GLAD and SIOP, and use of new and previous curriculum.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	Provides GLAD and SIOP training for all staff.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	N/A
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have	Lap funds supports in providing Lynndale with 4 Title Teachers to provide daily intervention for students

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023-24)

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	not yet met, or are at risk of not meeting, state/local graduation requirements	
Local Funds	Local levy revenue may be combined in schoolwide programs.	N/A
Other Funding Sources, including School Improvement Grant Funding	Foundry10	Community group providing resources to school to improve student learning at Title 1 Schools