



# 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>	<b>2023-2024</b>
<b>Our School Name</b>	<b>Lynnwood Elementary School</b>

## 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.**

At Lynnwood Elementary, our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset and that will prepare them for success as lifelong learners and responsible world citizens.

The Lynnwood Elementary staff expects all students to be successful in meeting or exceeding established academic standards. We prioritize academic, behavioral, and social-emotional learning. To support this learning, 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 *Second Step, Zones of Regulation*, and this year are further exploring adding a supplement of *Kelso's Choices* and an Anti-Bullying curriculum. 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!" We teach this through our implementation of Positive Behavioral Interventions and Supports (PBIS).

In all facets of our school, students learn to take ownership of their own education. Beyond the school day, we have opportunities for students to be involved with extracurricular programs such as Student Council, Drama, and Safety Patrol. We additionally have a strong partnership with our onsite childcare provider, *Right At School*.

As a community, we share the responsibility of educating all students, and our 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 each student creates a more dynamic, cognitively busy learning environment and improves our school. 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. This partnership aims to meet each child's needs, considering their strengths and challenges. Additionally, as a system it is our goal to provide events, communication, and collaboration that is open and caters to the priorities of our families. Families are encouraged to join in and engage at school events, 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 are learning about and developing multi-tiered system of supports (MTSS)—in Edmonds known as E3- Equity, Engagement, and Excellence for each and every student. Other learning areas include literacy, professional learning communities, supporting multilingual learners, and culturally responsive teaching.

Students by Federal Race Category:

Federal Race	Number of Students	Percentage of Total Students
Asian	106	18.11%
Black/African American	55	9.4%
Hispanic/Latino of any race(s)	147	25.12%
American Indian/Native Alaskan	1	0.17%
Native Hawaiian/Other Pacific Islander	10	1.7%
White	192	32.82%

Students by Program:

Program	Number of Students	Percentage of Total Students
504	7	.01%
Free/Reduced Lunch	285	49.91%
Homeless	7	0.01%
Special Education	80	13.67%
Multilingual Learner	171	29.23%

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

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

## 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>	<p>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.</p>

### 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)	<ul style="list-style-type: none"> <li>● <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></li> <li>● <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></li> <li>● <i>Staff diversity</i></li> <li>● <i>Staff professional development topics, and staff who attended</i></li> <li>● <i>School Improvement Equity Work</i></li> <li>● <i>Family Survey &amp; Engagement Assessment</i></li> </ul>
<b>Engagement</b> (such as school culture and climate)	<ul style="list-style-type: none"> <li>● <i>Skyward: Student attendance (percent regular attenders) &amp; Attendance Support Team Data</i></li> <li>● <i>Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion), office discipline referrals through SWIS</i></li> <li>● <i>Panorama student survey data</i></li> <li>● <i>PBIS Tiered Fidelity Inventory</i></li> <li>● <i>Student Support Team Data</i></li> <li>● <i>Care Team Referrals</i></li> <li>● <i>Family &amp; Community Engagement at School Events</i></li> <li>● <i>Family partnership/volunteer opportunities</i></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Extra-Curricular Activities</i></li> </ul>
<b>Instructional Excellence</b> (and student learning)	<ul style="list-style-type: none"> <li>● <i>Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i></li> <li>● <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</i></li> <li>● <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></li> <li>● <i>Professional Learning Communities</i></li> </ul>

**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?**

Our school 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 continues to inform our SIP planning--focusing 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?**

Our SIP was reviewed and revised by our building School Improvement Team which is representative of all work groups. Our team receives and supplies feedback from other stakeholders in our system. We have continuous feedback cycles:

- Family/Principal Connection Meetings (Coffee with the Principal; meets monthly)
- Family Engagement Survey
- Natural Leaders
- Parent Teacher Organization
- 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 to provide a Guaranteed and Viable Curriculum for all students. This includes both academic and social emotional curriculum. This year, we are implementing a new phonics curriculum.
  - Tier 2 Instruction: LWE is working to build Tier 2 interventive systems (i.e., collaborative and aligned schedule, professional communities, common targeted intervention goals) 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.
- Lack of Knowledge in Professional Learning Communities: To support tiered intervention, grade level teams must have a strong commitment and knowledge of how a high-functioning professional community acts. We must also have protected time to do this work. 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.
- Building our ability to differentiate for Multilingual Learners: LWE is working to develop knowledge of language development and best practices to support multilingual learners.
- 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.
- A continued need to Build Relationships: To build a sense of belonging, we need to increase our relations with all stakeholders, building our knowledge of what makes each unique and what strengths/areas of need each has.

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

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

1. Core Foundational reading & math skills, K-6. (Tier 1)
2. Interventive Reading Skills, K-6. (Tier 2)
3. Creating a culture of belonging by reinforcing Tier 1 systems of Social Emotional Regulation and Behavior and continuing to build Tier 2 interventions.

## 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: 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 2024 (Baseline Data: 2021-2022: 52%, 2022-2023: 54%).**

### ***Theory of action:***

If we provide a guaranteed and viable curriculum which meets 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. 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: Provide a Guaranteed and Viable Curriculum	All Staff
Strategy 2: Tier 2 intervention design and implementation based on common assessment and progress monitoring for improving phonics, phonemic awareness, and reading comprehension.	All Staff

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

Strategy 1: Provide a Guaranteed and Viable Curriculum

***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> <ul style="list-style-type: none"> <li>• Define Guaranteed &amp; Viable Curriculum</li> <li>• Common Staff Learning Dashboard/Shared Resources</li> <li>• Grade Level Schedules which Align to Content Minute Guidelines from Teaching &amp; Learning</li> <li>• Aligned Curriculum Maps</li> <li>• Professional Learning around Readers Workshop-Workshop Model</li> <li>• Fidelity of Implementation of 95% Curriculum</li> <li>• Curriculum Inventory</li> <li>• Partner/Action Plan with Tech Instruction Coach (Anna Malik)</li> <li>• Title/LAP Literacy Night</li> <li>• Coffee with the Principal with Grade Level focuses on Literacy</li> <li>• Read-A-Thon</li> <li>• Classroom Needs Assessment (Both for leveled texts and Windows &amp; Mirrors)</li> <li>• Plan for course corrections</li> </ul>	<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>• Schedule Audit</li> <li>• Curriculum Maps</li> <li>• Literacy Data <ul style="list-style-type: none"> <li>• i-Ready</li> <li>• Running Records</li> <li>• WA Kids</li> <li>• Acadiance</li> </ul> </li> <li>• Purchase UOSR Resources for Shared Libraries (4-6)</li> <li>• Functioning Curriculum Inventory</li> <li>• Completed PD &amp; Staff Feedback</li> </ul>
<p><i>End-of-year Reflect and Revise plan</i></p>	<ul style="list-style-type: none"> <li>• Students meeting 1-year growth or stretch growth on iReady and Acadiance.</li> <li>• Improved student academic performance using multiple measures.</li> <li>• Teachers meeting student growth goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Data <ul style="list-style-type: none"> <li>• i-Ready</li> <li>• Running Records</li> <li>• WA Kids</li> <li>• Acadiance</li> </ul> </li> <li>• End of Year Evaluative Conversations/Reports</li> </ul>

<p><b>How will we know that the strategy is working?</b></p>		
<p>Strategy 2: Tier 2 intervention design and implementation based on common assessment and progress monitoring for improving phonemic awareness, phonics, and reading comprehension.</p>		
<p><b><i>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></b></p>		
<p><i>Mid-year Reflect and</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Active &amp; Efficient Professional Learning Communities</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>



<p><i>Revise plan</i></p>	<ul style="list-style-type: none"> <li>• Professional Learning: iReady, Homeroom, Assessment (Running Records, SBA), Multilingual Learners</li> <li>• Ongoing Common Assessments</li> <li>• Shared Grade Level Spreadsheets for Common Assessments &amp; School Data Wall</li> <li>• Identified students who need additional support and plans for instruction</li> <li>• 1<sup>st</sup> &amp; 2<sup>nd</sup> Grade WIN Model</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Communities Shared Documents and Minutes</li> <li>• Literacy Data <ul style="list-style-type: none"> <li>• i-Ready</li> <li>• Running Records</li> <li>• WA Kids</li> <li>• Acadiance</li> <li>• Curriculum Based Assessments</li> </ul> </li> <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> </ul>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Students meeting 1-year growth or stretch growth on iReady and Acadiance.</li> <li>• Improved student academic performance using multiple measures.</li> <li>• Teachers meeting student growth goals.</li> </ul>	<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>• Literacy Data <ul style="list-style-type: none"> <li>• i-Ready</li> <li>• Running Records</li> <li>• WA Kids</li> <li>• Acadiance</li> </ul> </li> <li>• End of Year Evaluative Conversations/Reports</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 2024 (Baseline Data: 2021-2022: 48%, 2022-2023: 54%).**

**Theory of action:**

If we provide a guaranteed and viable curriculum which meets Common Core Standards for best practices in math, then students will receive a stronger and more rigorous curriculum which will aid them in meeting grade level expectations. 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 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: Provide a Guaranteed and Viable Curriculum	All Staff
Strategy 2: Tier 2 intervention design and implementation based on common assessment and progress monitoring for improved math performance.	All Staff

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

Strategy 1: Provide a Guaranteed and Viable Curriculum

**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>
	<ul style="list-style-type: none"><li>• Define Guaranteed &amp; Viable Curriculum</li><li>• Common Staff Learning Dashboard/Shared Resources</li><li>• Grade Level Schedules which Align to Content Minute Guidelines from Teaching &amp; Learning</li><li>• Aligned Curriculum Maps</li><li>• Professional Learning around Math Expressions</li><li>• Curriculum Inventory</li><li>• Partner/Action Plan with Tech Instruction Coach (Anna Malik)</li><li>• Plan for course corrections</li></ul>	<ul style="list-style-type: none"><li>• Schedule Audit</li><li>• Curriculum Maps</li><li>• Math i-Ready Data</li><li>• Functioning Curriculum Inventory</li><li>• Completed PD &amp; Staff Feedback</li></ul>

<p><i>End-of-year Reflect and Revise plan</i></p>	<ul style="list-style-type: none"> <li>• Students meeting 1-year growth or stretch growth on i-Ready.</li> <li>• Improved student academic performance using multiple measures.</li> <li>• Teachers meeting student growth goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Math i-Ready Data</li> <li>• End of Year Evaluative Conversations/Reports</li> </ul>
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**How will we know that the strategy is working?**

Strategy 2: 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)?***

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Active &amp; Efficient Professional Learning Communities</li> <li>• Professional Learning: i-Ready, Homeroom, Assessment (Running Records, SBA), Multilingual Learners</li> <li>• Ongoing Common Assessments</li> <li>• Shared Grade Level Spreadsheets for Common Assessments &amp; School Data Wall</li> <li>• Identified students who need additional support and plans for instruction</li> </ul>	<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>• Professional Learning Communities Shared Documents and Minutes</li> <li>• Math Data <ul style="list-style-type: none"> <li>• i-Ready</li> <li>• WA Kids</li> <li>• Curriculum Based Assessments</li> </ul> </li> <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> </ul>
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<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Students meeting 1-year growth or stretch growth on i-Ready.</li> <li>• Improved student academic performance using multiple measures.</li> <li>• Teachers meeting student growth goals.</li> </ul>	<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>• Math i-Ready Data</li> <li>• End of Year Evaluative Conversations/ Reports instructional strategies for intervention</li> </ul>
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**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 teach emotional regulation skills and plan for, implement, and teach Tier 1 & Tier 2 behavior and character expectations, then students will be able to better regulate their behaviors and character. If we equip and build community capacity to recognize and refute microaggressions then we will see a decrease in microaggressions. Students and families will feel a greater 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	Person or team responsible
Strategy 1: School-wide MTSS/PBIS Implementation: Tier 1 Guaranteed and Viable Curriculum and Tier 2/Tier 3 and Tier 3 targeted interventions and supports.	All Staff
Strategy 2: Decrease microaggressions in our community.	All Staff/Community

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

Strategy 1: School-wide MTSS/PBIS Implementation: Tier 1 Guaranteed and Viable Curriculum and Tier 2/Tier 3 and Tier 3 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> <ul style="list-style-type: none"> <li>• Define Guaranteed &amp; Viable Curriculum</li> <li>• Review SWIS &amp; Discipline Training</li> </ul> <p><u>Tier 1:</u></p> <ul style="list-style-type: none"> <li>• SEL/Behavior Committee:             <ul style="list-style-type: none"> <li>• Train New Leadership</li> </ul> </li> <li>• Review Tier 1 Fidelity Inventory</li> <li>• Reinvigorate Pawesomes</li> <li>• Update Handbooks (Students/Staff)</li> <li>• Implement Behavior Follow Up Template</li> <li>• Finish Common Area Lesson Resources</li> <li>• Second Step:             <ul style="list-style-type: none"> <li>• Implementation Assessment</li> <li>• Staff Training (Certificated)</li> <li>• Staff Survey</li> <li>• Visuals</li> <li>• Classroom Tiering</li> <li>• Talk it Out Tool</li> <li>• STEP Model</li> <li>• Anti-Bullying Curriculum</li> <li>• Increase in Responsive Classroom Practices</li> <li>• Zones Implementation Assessment</li> <li>• Introduce Kelso's Choice</li> <li>• Student Council</li> <li>• Buddy Bench</li> <li>• Peer Mediators</li> <li>• Calm Down Areas</li> <li>• Inside Motor Pathway</li> <li>• Parent SEL/Behavior Feedback</li> </ul> </li> </ul>	<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>• SEL/Behavior Committee Meeting Minutes</li> <li>• Pawesome Data</li> <li>• Handbooks</li> <li>• Behavior Follow Up Template</li> <li>• Common Area Lessons</li> <li>• Second Step Certificates &amp; Implementation Assessment</li> <li>• Zones Assessment</li> <li>• Student Participation:             <ul style="list-style-type: none"> <li>• Student Council</li> <li>• Peer Mediation</li> </ul> </li> <li>• Assembly Agendas</li> <li>• Counselor Lesson Plans</li> <li>• Class Behavior &amp; SEL Tiering</li> </ul>
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	<p><u>Tier 2:</u></p> <ul style="list-style-type: none"> <li>• Complete Tier 2 Fidelity Inventory</li> <li>• Behavior Conferencing Tool</li> </ul>	
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Panorama Survey Responses demonstrating increased student sense of belonging</li> <li>• Lowered Referral Rates (SWIS)</li> <li>• Decreased Disproportionality in Discipline Referrals</li> </ul>	<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>• Social Emotional &amp; Behavior Data: <ul style="list-style-type: none"> <li>• Panorama responses</li> <li>• SWIS</li> <li>• Student Support</li> <li>• Counseling Caseload</li> </ul> </li> </ul>

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

Strategy 2: Decrease microaggressions in our community.

***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>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Developing a Problem of Practice as a School Improvement Team related to race and Equity (most likely microaggressions)</li> <li>• Develop a Theory of Action and Collect Data regarding Problem of Practice</li> <li>• Create an Action Plan for responding to Problem of Practice</li> <li>• Collaborative Community Conversations regarding Race &amp; Equity</li> <li>• Professional Development</li> </ul>	<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>• Problem of Practice, Theory of Action, &amp; Action Plan</li> <li>• Data: <ul style="list-style-type: none"> <li>• Student</li> <li>• Panorama (and follow up)</li> <li>• Student Council Input</li> <li>• Created Committee Feedback</li> <li>• Family Feedback</li> <li>• Professional Development Feedback</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>Finalizing &amp; Implementing Equity Lens Toolkit</li> </ul>	
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>Decreased incidents/reports of microaggressions occurring in our community.</li> <li>Increased sense of reported belonging from students</li> </ul>	<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>Data: <ul style="list-style-type: none"> <li>Panorama responses</li> <li>Panorama (and follow up)</li> <li>Student Council Input</li> <li>Created Committee Feedback</li> <li>Family Feedback</li> </ul> </li> </ul>

## 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>School Improvement Team (Representing all Stakeholders)</b>	<b>Review, share out for feedback, revise</b>
<b>All Staff</b>	<b>Provided initial input and will give feedback for revision</b>
<b>Families (Natural Leaders, PTO, and Individuals through all Family Engagement Events)</b>	<b>Provide feedback and suggestions for revision</b>
<b>Student Council</b>	<b>Provide feedback and suggestions for revision</b>

### Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2023-24 Reflect and Revise Summary](#)