



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.

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| Current School Year | 2023-2024 |
| 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

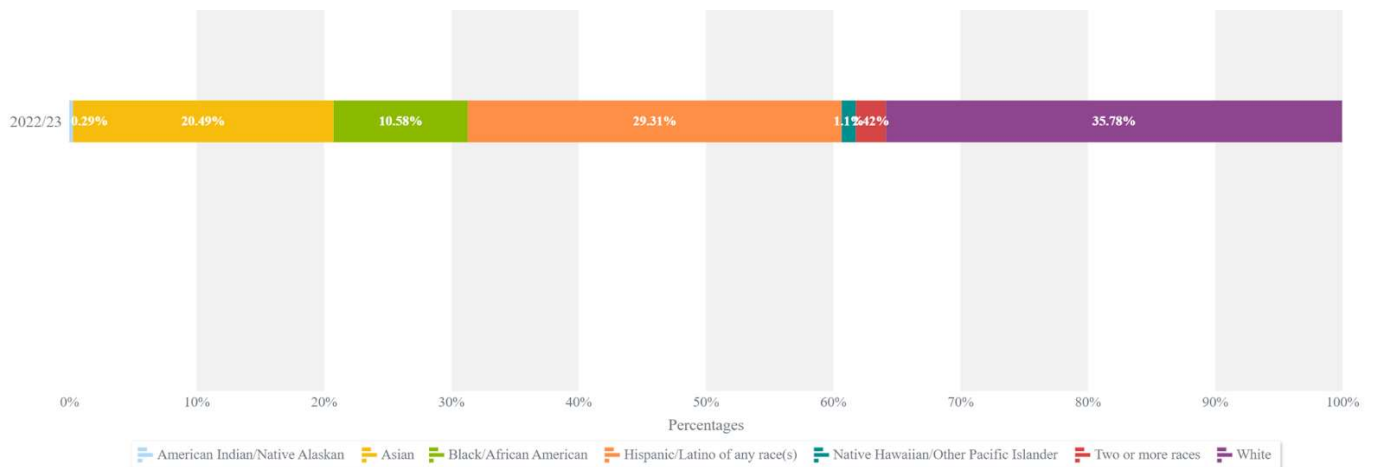
Lynnwood High School's enrollment has remained between 1,300 and 1,400 over the past ten years, with 49.50% of students qualifying for free and reduced lunch benefits. We are a school proud of our diversity, our wide variety of programs, strong advanced placement program, and our efforts to provide a positive learning community that focuses on inclusion, belonging, relationship building, restorative practices and the whole student.

We have recently become a STEAM school which will allow students the opportunity to receive their diploma in the career pathways of Environmental Science, Advanced Manufacturing, Computer Science, and Health Science.

Lynnwood High has an experienced staff who average over 14 years experience where over 13% are Nationally Board Certified and over 70% have a Master's degree. Our focus in staff learning and growth fall under the domains of Equity, Engagement, and Excellence.

LHS DEMOGRAPHICS:

| Federal Race | # of students | StudentPercentage |
|--|---------------|-------------------|
| Asian | 279 | 20.49% |
| Black/African American | 144 | 10.58% |
| Hispanic/Latino of any race(s) | 399 | 29.31% |
| American Indian/Native Alaskan | 4 | 0.29% |
| Two or more races | 33 | 2.42% |
| Native Hawaiian/Other Pacific Islander | 15 | 1.10% |
| White | 487 | 35.78% |
| | | |
| | 1361 total | |



Section 2. Vision and Mission

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| Our Equity, Engagement, and Excellence (E3 Vision) | Equity, engagement, and excellence for each and every student. |
| Our Mission | 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. |

Data and Stakeholder Engagement Summary

| E3 Category | Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? | |
|---|---|--|
| Equity (such as student demographics) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <p><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></p> <p><i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></p> <p><i>Staff diversity</i></p> <p><i>Staff professional development topics, and staff who attended</i></p> <p><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></p> <ul style="list-style-type: none"> <i>Equity Team school audit and needs assessment (2018-19 School year)</i> |
| Engagement (such as school culture and climate) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <p><i>Qmlativ: Student attendance (percent regular attenders),</i></p> <p><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></p> <p><i>Panorama student survey data</i></p> <p><i>Other Data Used</i></p> <ul style="list-style-type: none"> <i>School passage and GPA rates are disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups.</i> <i>Student Opinion Surveys</i> <i>Student Equity Survey</i> <i>Healthy Youth Survey</i> <i>Counseling Student Needs Assessment Survey</i> |

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| Instructional Excellence (and student learning) | <ul style="list-style-type: none"> ☑ <i>Qualitativ: 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>Other data sources used by your school to develop the SIP e.g., other formative assessments</i> <ul style="list-style-type: none"> • <i>ELA and Math proficiency rate disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i> • <i>On-track for graduation rate disaggregated by grade level, economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i> • <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> • <i>School passage and GPA rates disaggregated by economically disadvantaged, student mobility, categorical programs, gender, race, and homeless student groups</i> • <i>Student enrolling in a post-secondary school after graduation</i> • <i>AP test scores</i> |
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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?

Strengths for Lynnwood High - ELA proficiency rate (74%/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 ML, 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 equity 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 (88%) 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.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K-8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1:

Lynnwood High School will increase our on-time graduation rate from 82% to 95% in the 2023-24 school year and will also eliminate all opportunity gaps (race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups) 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 teachers) 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 |
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| Strategy 1: Continue our 12th grade team (led 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 lead systemic changes that will address discovered barriers and inequities discovered in the continuous data review cycle. | Administrator - Goodsky 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: Lowes, Locke Counselors: TBD Teacher: College and Career Specialist |

How will we know that the strategy is working?

Strategy 1 and 2: 12th, 11th and 10th grade teams will collect data on our progress and number of students off-track multiple times during the year. 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 action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes

Mid-year Reflect and Revise plan

What does this look like in action?

Strategy 1: Our 12th grade team will have an established calendar for meeting and system for data collection and review. We will ensure that all 12th grade students and families have information and access to their on-track status as well as a developed plan for students who are off-track.

Strategy 2: Our 10th and 11th grade teams will have an established calendar for meeting and system for data collection and review. We will ensure that all students and families have information and access to their on-track status as well as a developed plan for students who are off-track.

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

12th grade on track for graduation (individual and macro data broken down by subgroups)

10th, 11th grade on track for graduation (individual and macro data broken down by subgroups)

End-of-year Reflect and Revise plan

What does this look like in action?

Strategy 1 and 2:

Our teams will continue to review data, make sure all students have plans and information in place.

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.

Additionally, we will begin engaging instructional teams and our school in systemic changes and

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

12th grade on track for graduation (individual and macro data broken down by subgroups)

10th, 11th grade on track for graduation (individual and macro data broken down by subgroups)

Passage rates by content areas and courses

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| | barriers that need to be addressed to address inequities and barriers to student success | (broken down by subgroups to examine disproportionalities) |
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SIP Goal 2:

Lynnwood High School will increase our 9th grade on-track to graduate rate from 67% to 90% (95% by 2025) and will also eliminate all opportunity gaps (*race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups*) within these rates.

Theory of action

If we..

- Create a 9th grade team (led by a building administrator and counselor) 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) quarterly. Pass rates will be calculated using grade data in 6 week cycles. Systems to support passage and recovery will be designed in response to grade data
- 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 (led 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 Counselor - TBD Teacher - TBD |

How will we know that the strategy is working?

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

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes?

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| <p><i>Mid-year Reflect and Revise plan</i></p> | <p><i>What does this look like in action?</i></p> <p>Our 9th grade team will have an established calendar for meetings and a system for data collection and review.</p> <p>The 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>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>9th grade 1st semester quarter grades (individual and macro data broken down by subgroups).</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>End-of-year Reflect and Revise plan</i></p> | <p><i>What does this look like in action?</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><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>9th 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</p> |

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| | 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 | subgroups to examine disproportionalities) |
| | | |

SIP Goal 3:

By creating additional opportunities to engage, students who feel connected to school will increase from 55% to 70% as measured by the Panorama Survey results.

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)*
- *Provide specific lessons on topics designed to lower student experiences of racism (such as Microaggressions)*

...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. Building Leadership Team and Equity Team will create content specific lessons designed around mental health and community building. Teachers will be trained during staff meetings to instruct these lessons. The lessons will be taught during advisory - typically on our designated Wednesday "no travel day". | Advisory Professional Learning Team (Admin, Technology Coach, Psychs, Counseling, FSA and teacher leaders) |
| Strategy 2: Focus on Panorama data to measure how students feel they belong | Building Leadership Team (Admin, Psychs, Counseling, FSA and teacher leaders) |

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 action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes?

| | | |
|---|--|---|
| <p><i>Mid-year Reflect and Revise plan</i></p> | <p><i>What does this look like in action?</i></p> <p>Building Leadership Team will meet to establish objectives and structure for Sept - June advisory activities. We will continue to look at our problem of practice around students experiencing microaggressions and expound upon the microaggression lessons already taught during advisory class</p> <p>Panorama survey will be completed by students and survey results will be analyzed by Building Leadership Team and full staff. Results to be analyzed by grade level, race, gender, low-income, and categorical programs.</p> | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Building Leadership Team will survey both students and staff to determine Social Emotional Learning priorities and most urgent needs to address through advisory</p> <p>Student engagement with Social Emotional Learning activities.</p> <p>Student and staff survey on advisory time.</p> <p>Panorama survey data</p> |
| <p><i>End-of-year Reflect and Revise plan</i></p> | <p><i>What does this look like in action?</i></p> <p>Advisory Professional Development team will continue to create content and work with district pilot materials (if available).</p> <p>Multiple Panorama surveys completed with results analyzed by Building Leadership Team and full staff. Results to be analyzed by grade level, race, gender, low-income, and categorical programs.</p> | <p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Student engagement with SEL activities.</p> <p>Student and staff survey on advisory time.</p> <p>Panorama survey data</p> |

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

| Name: | Role: |
|--|---|
| Student Equity 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 Administration | Principal, Assistant Principals, Assistant Superintendent, and SINC |
| Groups will provide input beginning on 10/22 | |

Links to supporting documents

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