

OSPI School Improvement Plan 2024–2025

[Step-by-Step School Improvement Planning and Implementation Guide](#)

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, please use the Consolidated School Improvement Template to satisfy the appropriate Components.

Building data

Please provide your school district and building name below.

School District: Edmonds
Building Name: Lynndale Elementary
School Code: 1040
Date: May 9, 2024
Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, which one? (Please note each school with a school code must submit a separate School Improvement Plan)Click or tap here to enter text.

School Leadership Team Members and Parent–Community Partners

Please list by (Name, Title/Role)

Jimmy Nguyen, Principal Sally D’Ault, 6th Grade Gina Kusumoto, Kindergarten Tillie Hust, ML Teacher Michael Brockman, SPED Teacher	Heather Slettebak , 3rd Grade Julie Ledford, Title Michelle Skinner, EEA Rep Caroline Gaskill, Digital Learning Coach Jill Walzer , 2nd Grade Teacher
--	---

WSIF Cycle Identification and Report Card Data

Please use the 2023 WSIF Cycle 3 data from the [Washington State Report Card](#) to complete the table below. School Improvement Plans for schools identified for tiered support under WSIF are required to align their goals with their WSIF Cycle Identification. The data included in the table below will help align the focus on the Comprehensive Needs Assessment, SMARTIE Goals, and evidence-based practices used in this plan.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle Identification Choose an item.
WSIF Data Measures	2023 WSIF Identification Score (indicate Not Applicable with N/A)
Comprehensive (All Student Group)	7.05
Comprehensive Graduation Rate	NA
Student Group	
American Indian/Alaska Native	NA

Asian	9.05
Black/African American	3.5
Hawaiian/Other Pacific Islander	NA
Hispanic/Latino	3.78
Two or more races	5.65
White	8.53
English Learner	3.28
Low Income	5
Special Education	4.03

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is required of all schools identified for improvement under the [Washington School Improvement Framework](#). In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

<p>What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?</p> <ul style="list-style-type: none"> • The district average % of students who attend at least 90% of the school year is 63.27%. At Lynndale, we are at 71.14% for 2024. • We are proportionate for MLs with IEPs. • Strong growth for students with IEPs. • 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 looked critically at ways to enhance the overall school experience of every child. Engagement and excellence is what we strive for each day. • 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. • The Culture and Climate Team is working to build clarity on the support of the campus. <ul style="list-style-type: none"> ◦ 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,
<p>Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.</p> <ul style="list-style-type: none"> • 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. • 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. • Additionally, we are working with our equity team to determine what additional resources can be provided to ELL and students with disabilities.
<p>What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?</p> <ul style="list-style-type: none"> • SPED teachers not provided all curriculum and required to attend different training than gen ed teachers. • Implementation of adopted curriculum with fidelity (if they're receiving pullout services they may miss gen ed instruction) • Lack of updated curriculum materials which follow current research on how students learn. • Impact of low attendance • staffing impacts: .5 less ML FTE 24-25 school year compared to 23-24 school year (our ML population is the same)
<p>Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.</p> <p>English Language Learners have the highest need followed by Students with Disabilities.</p>

2024-25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence-based practices (interventions, activities, or strategies) for SY 2024–25. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based practices (interventions, activities, or strategies) being used to achieve the SMARTIE Goal?

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?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

SY 2024–2025 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 on i-Ready Reading Overall will increase from 55% to 58%; the percentage of students in ML will improve from 27% to 34% between Sept. 2024 through May 2025.
What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal? i-Ready Diagnostic; our percentages should improve with each assess completed
Who will monitor the progress of this overarching goal? Principal and Instructional Leadership Team, as well as classroom teachers
When/how often will they monitor progress toward this overarching goal? Once per quarter

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy)</u> to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
--	---------------	-----------	------	-----------

<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur?</i></p> <p><i>What was/is the projected length of time?</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 evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Implement the adopted core curriculum with consistency/fidelity.</p>	<p>Curriculum based assessments Grade Level Team Lead check-ins Admin review submitted daily schedules Principal Walk-throughs Student Contact- talking to the kids</p>	<p>Weekly admin walk-throughs September through Nov. 2024 Check-in in January 2025</p>	<p>Principal Instructional Leadership Team Classroom Teachers SPED Teachers ML Teachers</p>	<p>95% curriculum i-Ready my path Pacing Guide Collaboration Materials- clickers, student set of cards, sleeve protectors, highlighters</p>
<p>Activity 2 Continue to develop intervention block (WIN)</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 2024 through June 2025</p>	<p>3 Title Teachers Principal</p>	<p>95% intervention curriculum Running Records i-Ready</p>
<p>Activity 3 Support teachers with Tier 1 GLAD strategies based on the ML needs survey conducted for each team Emphasis on observation, co-teaching, and team planning time.</p>	<p>2 specific Glad strategies Using and understanding academic language Anecdotal Teacher/Admin Evidence Exit surveys following learning cycles</p>	<p>September 2024 to June 2025</p>	<p>1 ML Teacher 1 TOSA Support Principal</p>	<p>Grade level Learning Cycles Support teachers with GLAD and SIOP Strategies</p>

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. Release time for teachers (\$4,000)</p>
<p>2. 2 hours of para time for added support during intervention block (\$18,000)</p>

<p>SY 2024–2025 SMARTIE Goal #2: All Students will engage in high quality instruction designed to improve math competency as measured by the Fall 2024 i-Ready math assessment. The percentage of students meeting grade level expectations will increase from 46% to 49%; the percentage of students meeting grade level expectations in ML will improve from 22% to 25% between Sept. 2024 and May 2025.</p>
<p>What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?</p> <p>i-Ready Diagnostic data</p>
<p>Who will monitor the progress of this overarching goal?</p> <p>Principal and Instructional Leadership Team, as well as classroom teachers</p>

When/how often will they monitor progress toward this overarching goal?
each quarter

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur?</i></p> <p><i>What was/is the projected length of time?</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 evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (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. 2024</p> <p>Check-in in January 2025</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 the ML needs survey conducted for each team. Emphasis on observation, co-teaching, and team planning time.</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 2024 to June 2025</p> <p>SiOP/GLAD learning opportunities for staff throughout the year (possible ½ day sub release to plan with Tillie and Kelly)</p>	<p>1 ML Teacher</p> <p>1 TOSA Support</p> <p>Principal</p>	<p>Grade level Learning Cycles</p> <p>Support teachers with GLAD and SIOP Strategies</p>
<p>Activity 3</p> <p>Students engage in two lessons of i-Ready math practice each week.</p> <p>Math facts and/or number fluency focus</p>	<p>Student Engagement data by teacher</p> <p>Pre Mid Post assessments on i-Ready.</p> <p>Teachers provide class time for i-Ready math</p>	<p>Sept. 2024-May 2025</p> <p>Check-ins at each quarter</p>	<p>Classroom Teachers</p> <p>Instructional Leadership Team</p> <p>Principal</p>	<p>i-Ready my path</p> <p>After School Learners</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Friday activity facilitator/organizer (\$5,000)

SY 2024–2025 SMARTIE Goal #3: The percentage of students reporting a sense of belonging in grades 3–6 at Lynndale Elementary will increase from 59% in Spring 2024, to 64% based on the new assessment tool for students' sense of belonging between Sept. 2024 through May 2025. If we increase family engagement, students' sense of belonging will improve.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

There will be a new Panorama survey developed by our district. We will use this survey as our assessment tool. We will also gauge our success based on family attendance at in classroom and school events

Who will monitor the progress of this overarching goal?

Principal, Instructional Leadership Team

When/how often will they monitor progress toward this overarching goal?

Monthly Leadership Team Meetings

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</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 evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Identify specific school wide strategies to engage families to student learning, and execute</p>	<p>Increase number of families that engage in school events</p> <p>Increased sense of belonging from student survey</p>	<p>September 2024-May 2025</p>	<p>Principal</p> <p>Instructional Leadership Team</p>	<p>District Created Panorama Survey</p>
<p>Activity 2 Develop an age appropriate assessment tool with a protocol for interpreting the results for grades K-2, and the new tool for 3-6 to determine students' sense of belonging</p>	<p>K-2 Assessment Tool</p>	<p>February 2025-May 2025</p>	<p>Principal</p> <p>Culture and Climate Team</p>	<p>District Created Panorama Survey</p> <p>Inquiry of other building documents</p> <p>Google Form from District for K-2 survey</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

n/a

Lynndale Elementary

2023 Run

Overall Framework Score by Student Group

