

THREE-YEAR PLAN

Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

Template Revised 08/06/2024

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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

Our School Name Lynnwood Elementary

Current School Year 2024-2025

Section 1. Our School

A description of our school including (but not limited to) student demographics; school staff characteristics; strengths and successes; and new opportunities/instructional programs/supports for students, families, and staff members (500 words or less, including a table of student demographics). Other data can be added if desired.

At Lynnwood Elementary, our mission is to advocate for each 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 (Social Emotional*

Curriculum & Anti-Bullying Curriculum), *Zones of Regulation*, and *Kelso's Choices*. 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, Girls on the Run, 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. We 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 teachers. 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 are open and cater to the priorities of our families. Families are encouraged to join in and engage at school events, and the Parent Teacher Organization (PTO), and to volunteer at our school in ways that they can contribute to our community.

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 a multi-tiered system of support (MTSS)—in Edmonds known as E3-Equity, Engagement, and Excellence for each and every student. Other learning areas include literacy, mathematics, social-emotional learning, 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	109	18.38%
Black/African American	67	11.3%
Hispanic/Latino of any race(s)	151	25.46%

American Indian/Native Alaskan	1	.17%
Native Hawaiian/Other Pacific Islander	5	.84%
White	191	32.31%

Students by Program:

Program	Number of Students	Percentage of Total Students
504	18	3.03%
Free/Reduced Lunch	252	28.49%
Homeless	19	2.19%
Special Education	89	15%
Multilingual Learner	169	28%

Top 3 Spoken Languages (Out of 43+ Languages):

1. English
2. Spanish
3. Vietnamese

Section 2. Vision and Mission

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 School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

Equity (such as student demographics, listening sessions)

- Student demographics
- Employee demographics
- Enrollment in advanced courses and specialized programs
- Opportunity gaps in academics, social-emotional learning, and discipline
- Family Surveys
- Special education and least restrictive environment data
- Other: School Problem of Practice Student Listening Sessions (Focus: Microaggressions), Staff Diversity

Engagement (such as school culture and climate)

- State data on students who are regular attenders
- District attendance data
- Exclusionary discipline data
- Student survey data
- Family survey data
- Family partnerships
- Participation in events and volunteer opportunities
- Other: MTSS Team Data (Tier 1 PBIS Tiered Fidelity Inventory, Tier 2 & 3 Student Support Team, Tier 2 & 3 Care Team Referrals) Staff survey data, Staff Professional Development Data, Family Participation at Community Events, Student Extra Curricular Events

Instructional Excellence (and student learning)

All Students

- State ELA assessment
- State math assessment
- WCAS and/or WA-AIM
- State student growth
- Grade level on-track indicators
- Acadience

- Classroom observation tool
- Other: PLC Reporting Tools

Elementary

- State WaKIDS
- i-Ready reading
- i-Ready math
- Running Records
- Other

Secondary

- State graduation rates
- State dropout rates
- State ninth grade on-track
- District course completion
- District grades/GPA
- District i-Ready
- Other

Reflection Questions (Please answer each question in 150 to 300 words.)

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

While our team feels that we made growth on our last 3-year School Improvement cycle, we also recognize that there is still a strong need for growth so that all students are reaching state-expected levels of proficiency. While we did not reach our overall goal of 70% of students achieving 1-year's growth on i-Ready over the last three years, we have seen increasing gains from 43% to 55%. We did not see the same steady gains in mathematics. We also discovered that while we were making yearly gains in proficiency and 1-year growth in i-Ready, this same increase was not reflected in our Smarter Balanced Scores. This therefore is a driver to setting our goal around the Smarter Balanced Assessment. Beyond the progress in our specific goal, we are proud to be a recipient of Washington's School Recognition Program for closing gaps in our student proficiency (mostly increasing the scores of our students who receive special education services and multilingual students).

When we look at our current school data, it 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 reading and math 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 continues to tell us that students who are multilingual learners and students who participate in special education have fewer students performing at or above grade level when compared to their native-English speaking and/or neurotypical peers. We wish to continue instructional momentum in serving students in these groups and further close any existing opportunity and performance gaps.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

Based on data, we found in our student growth goal that 4th-6th grade students were showing increases in making 1-year's growth in literacy (based on i-Ready). When comparing English-speaking students to non-English-speaking students, we found our multilingual learners to be demonstrating equal growth in the 1-year's growth indicators, but less growth in the "Stretch growth" area of the diagnostic assessment. Making 1-year's growth in literacy was a priority for our school team last year. We placed many of our efforts into supporting growth in literacy (implemented 95% curriculum, increased Title/LAP services, introduction of a WIN ("What I need") model for intervention). While not part of our measured SIP goal progress, we also saw increased numbers of students exited from Title/LAP services in Kindergarten-Second grade due to these efforts.

Specific subgroups that have performed more strongly than others are: Asian, Two or More Races, and White. However, even these groups have growth opportunities.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

The following areas are not achieving/making satisfactory progress:

- Math: On the whole, we see fewer gains (and some losses) in our performance in mathematics. This is due to a large emphasis on literacy last year, which resulted in decreased time spent on math during the instructional day. As we have put some foundational learning and systems in place to support literacy, we are excited to shift our thinking to more teaming and collaboration for math.
 - Writing: While we have increased and put intentional effort into our reading proficiency, this does not translate to the amount of writing (production) and level of rigor required through writing that is measured on the state-standardized assessment. As we continue to collaborate on our school improvement efforts, we need to dive into how writing plays a key component in both the English Language Arts, Mathematics, and Science state standardized tests.
 - Our lowest-performing student subgroups continue to be our students who receive special education and students who are multilingual learners. Because of this, we intend to further build out our Tier 2 and Tier 3 support as part of our multi-tiered systems of support (bridging now between Tier 1 instruction to intervention) and continued professional learning to support multilingual students. This year we will build on supporting speaking opportunities for multilingual students to increase oracy and literacy skills.
4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the 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 also had continuous feedback cycles through the following stakeholders:

- Family/Principal Connection Meetings (Coffee with the Principal; meets monthly)
- Natural Leaders
- Parent Teacher Organization
- Family Engagement Survey
- Student Leadership
- Problem of Practice: Microaggressions- Student, Staff, & Family Surveys & Listening Sessions

Section 3. School Improvement Plan (SIP)

This section describes what our staff members 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 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth grade on-track for graduation goal, and an engagement goal.**

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

For grades 3-6, 51% of students will meet grade level proficiency as measured by the Smarter Balanced Assessment (SBA) by Spring 2027. This is an increase from our baseline performance of 41% proficiency in Spring 2024.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

For Grades 3-6, 58% of students will meet grade level proficiency as measured by i-Ready by Spring 2025. (61% by 2026 and 64% by 2027). This is an increase from our baseline performance of 34% proficiency in the fall of 2024.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we:

- Provide a guaranteed and viable curriculum that meets Common Core Standards for best practices in literacy
- Align our scope and sequence amongst grade-level teams and vertically across our school
- Align our common assessments
- Utilize a collaborative data-driven approach to analyze student learning in phonics, fluency, and comprehension
- Intentionally and strategically plan interventions and enrichment for our students (with an emphasis on supporting multilingual learners)

Then we:

- Ensure equitable access to content and rigorous instruction for all students
- Develop literacy skills in lower-achieving students so they perform at grade level
- Increase achievement for all students

Annual Strategies and Ongoing Work Plan

Reflection questions to consider when identifying our key strategy or strategies

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

Please list one to three key strategies

Strategy 1: Provide a Guaranteed and Viable Curriculum- Align Common Assessments & Data Practices

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

Strategy 3: Increase & Improve Instructional Strategies for Serving Multilingual Learners (with a continued focus on increasing speaking opportunities to reinforce strong oracy skills)

What will the strategy or strategies look like in action?

- Active & Efficient Professional Learning Communities
- Professional Learning: i-Ready, Homeroom, Assessment (Running Records, SBA), Multilingual Learners (Speaking), Readers Workshop, Guaranteed & Viable Curriculum
- School-Wide Commitment to a Guaranteed & Viable Curriculum
- Ongoing Common Assessments
- Fidelity of Implementation of 95% Curriculum
- Common Staff Learning Dashboard/Shared Resources
- Shared Grade Level Spreadsheets for Common Assessments & School Data Wall
- Grade Level Schedules which Align to Content Minute Guidelines from Teaching & Learning
- Aligned Curriculum Maps
- Growth of WIN model- expansion to three grade-level teams
- Identified students who need additional support and plans for instruction
- Curriculum Inventory
- Intentional Learning Cycles with Title/LAP team to grow Intervention Practices
- Partner/Action Plan with Tech Instruction Coach (Anna Malik)
- Title/LAP Literacy Night
- Purchased Decodables
- Read-A-Thon
- Co-planning Sessions with ML Staff & Grade Level Teams

Team or person responsible

All Staff

Progress Monitoring

Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Schedule Audit- Ensuring that classroom schedules have maximized instructional time and meeting English language arts required instructional minutes
- Curriculum Maps

- PLC Team Notes & Shared Documents
- Literacy Data
 - SBA (Increased #'s of S's meeting proficiency)
 - i-Ready (S's meeting 1-year growth & Stretch Growth, Increased #'s of S's meeting proficiency)
 - Running Records
 - WA Kids
 - Acadience
 - Curriculum Based Assessments
- Documentation on strategic student grouping
- Documentation of research-based instructional strategies for intervention
- Documentation of Tier 2 entry and exit criteria
- Purchase Decodable Resources for Shared Libraries K-6
- Functioning Curriculum Inventory
- End of year and Student Growth Goal Conversations/Reports

Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

For grades 3-6, 43% of students will meet grade level proficiency as measured by the Smarter Balanced Assessment (SBA) by Spring 2027. This is an increase from our baseline performance of 33% proficiency in Spring 2024.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

For grades K-6, 45% of students will meet grade level proficiency as measured by i-Ready by Spring 2025. (48% by 2026 and 51% by 2027). This is an increase from our baseline performance of 20% proficiency in the fall of 2024.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we:

- Provide a guaranteed and viable curriculum that meets Common Core Standards for best practices in math
- Align our scope and sequence amongst grade-level teams and vertically across our school
- Take a data-driven approach to inform instructional practices and intentionally and strategically plan interventions for our students

Then we:

- Ensure equitable access to content and rigorous instruction for all students
- Develop math skills in lower-achieving students so they perform at grade level
- Increase achievement for all students

Annual Strategies and Ongoing Work Plan

Questions to consider when identifying our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

Strategy 1: Provide a Guaranteed and Viable Curriculum- Align Common Assessments & Data Practices

Strategy 2: Tier 2 intervention design and implementation based on common assessment and progress monitoring for improved math performance.

What will the strategy or strategies look like in action?

- Active & Efficient Professional Learning Communities
- Professional Learning: i-Ready, Homeroom, Assessment (SBA), Multilingual Learners (Speaking), Guaranteed & Viable Curriculum
- School-Wide Commitment to a Guaranteed & Viable Curriculum
- Ongoing Common Assessments
- Common Staff Learning Dashboard/Shared Resources
- Shared Grade Level Spreadsheets for Common Assessments & School Data Wall
- Grade Level Schedules which Align to Content Minute Guidelines from Teaching & Learning
- Aligned Curriculum Maps
- Collaborative Intervention

- Identified students who need additional support and plans for instruction
- Curriculum Inventory
- Partner/Action Plan with Tech Instruction Coach (Anna Malik)
- Co-planning Sessions with ML Staff & Grade Level Teams

Team or person responsible

All Staff

Progress Monitoring

Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Schedule Audit- Ensuring that classroom schedules have maximized instructional time and meeting math required instructional minutes
- Curriculum Maps
- PLC Team Notes & Shared Documents
- Math Data
 - SBA (Increased #'s of S's meeting proficiency)
 - i-Ready (S's meeting 1-year growth & Stretch Growth, Increased #'s of S's meeting proficiency)
 - Curriculum Based Assessments
- Documentation on strategic student grouping
- Documentation of research-based instructional strategies for intervention
- Documentation of Tier 2 entry and exit criteria
- Functioning Curriculum Inventory
- End of Year and Student Growth Goal Conversations/Reports

Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

By Spring 2027, students will show increases in their *sense of belonging* from 81% to 90% as measured by the district Social Emotional survey and school-developed K-2 surveys. This is an increase from our baseline performance of 81% of students self-identifying as *belonging* in the fall of 2024.

Data Review to Identify Our Annual Target Goal

Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

For grades K-6, 84% of students will identify a *sense of belonging* as measured by the district Social Emotional survey by Spring 2025. (87% by 2026 and 90% by 2027).

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we:

- Teach emotional regulation skills and plan for, implement, and teach Tier 1 & Tier 2 behavior and character expectations
- Equip and build community capacity to recognize and refute microaggressions

Then:

- Students will increase their ability to regulate their behaviors and demonstrate valued character traits
- Microaggressions will decrease
- Students and families will feel a greater sense of belonging and have better relationships with peers and the community.

Annual Strategies and Ongoing Work Plan

Questions to consider when planning our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

Strategy 1: School-wide MTSS/PBIS Implementation: Tier 1 Guaranteed and Viable Curriculum and Tier 2/Tier 3 targeted interventions and supports.

Strategy 2: Decrease microaggressions in our community.

What will the strategy or strategies look like in action?

- Professional Learning: Guaranteed & Viable Curriculum, Calm Down Areas, Supporting Tier 3 SEL/Behavior Needs
- School-Wide Commitment to a Guaranteed & Viable Curriculum
- Review SWIS & Discipline Training

Tier 1:

- SEL/Behavior Committee:
- Review Tier 1 Fidelity Inventory & Implement Growth Practices
- Sustain Pawesomes
- Update Handbooks (Students)
- Implement Behavior Follow-Up Template
- Finish Common Area Lesson Resources
- Second Step:
 - Implementation Assessment
 - Staff Training (Certificated)
 - Staff Survey
 - Visuals
- Talk it Out Tool
- Sustain STEP Model
- Introduce Anti-Bullying Curriculum
- Increase Responsive Classroom Practices
- Zones Implementation Assessment
- Sustain Kelso's Choice
- Sustain Student Council
- Sustain Buddy Bench
- Peer Mediators
- Introduce Calm Down Areas
- Inside Motor Pathway
- Parent SEL/Behavior Feedback

Tier 2:

- Complete Tier 2 Fidelity Inventory
- Behavior Conferencing Tool
- Student SEL Survey Responses demonstrating increased student sense of belonging
- Lowered Referral Rates (SWIS)
- Decreased Disproportionality in Discipline Referrals

Equity Work:

- Continued Data Collection regarding the Problem of Practice (Focus on Family/Community Feedback)
- Create an Action Plan for responding to the Problem of Practice

- o In Class Lessons
- o Focus Groups
- o School Wide-Assemblies
- o Training for Para-educators on Microaggressions
- o Buddy Bench Ambassadors
- Collaborative Community Conversations Regarding Race & Equity
- Professional Learning: Culturally Responsive Teaching and the Brain
- Finalizing & Implementing Equity Lens Toolkit. Decreased incidents/reports of microaggressions occurring in our community.
- Increased sense of reported belonging from students

Team or person responsible

All Staff & Community

Progress Monitoring

Questions to consider when planning you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- SEL/Behavior Committee Meeting Minutes
- Pawesome Data
- Student Handbook
- Behavior Follow-Up Template
- Common Area Lessons
- Second Step Certificates & Implementation Assessment
- Zones Assessment
- Student Participation:
 - o Student Council
 - o Peer Mediation
- Assembly Agendas
- Counselor Lesson Plans
- Social Emotional & Behavior Data:
 - o SEL Survey Responses
 - o SWIS
 - o Student Support (Tier 2 & 3 Team)
 - o Counseling Caseload (LWE & CHS)
- Tier 1 Behavior Committee Family Feedback
- Problem of Practice (Microaggression) Action Plan
- Student & Family Feedback

- Professional Learning Feedback

Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Jacklyn Henly	Principal (Write, review, share out feedback, revise)
School Improvement Team	Staff Leaders (Write, review, share out feedback, revise)
All Staff	Staff Partners (Provide initial input (March 2024 & feedback for revision (August 2024)
Parent Teacher Organization	Family Partners (Provide feedback and suggestions for revision)
Student Council	Student Partners (Provide feedback and suggestions for revision)

Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template_24-25](#)
- [End of Year Reflect & Revise Template_24-25](#)