

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 High School

Current School Year 2024-25

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

Lynnwood High School's enrollment has remained between 1,300 and 1,400 over the past ten years, with 50% of students qualifying for free and reduced lunch benefits. We have over 50 different languages spoken by LHS students with the largest language groups being: English, Spanish, Vietnamese, Portuguese, Arabic, Amharic and Ukrainian. 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 of experience where over 12% are Nationally Board Certified and over 80% have a Master's degree. Our focus on staff learning and growth falls under the domains of Equity, Engagement, and Excellence.

Lynnwood High School

2023-24

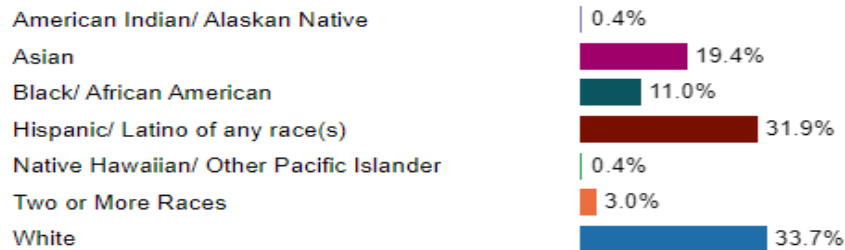
Total Student Enrollment

1,378

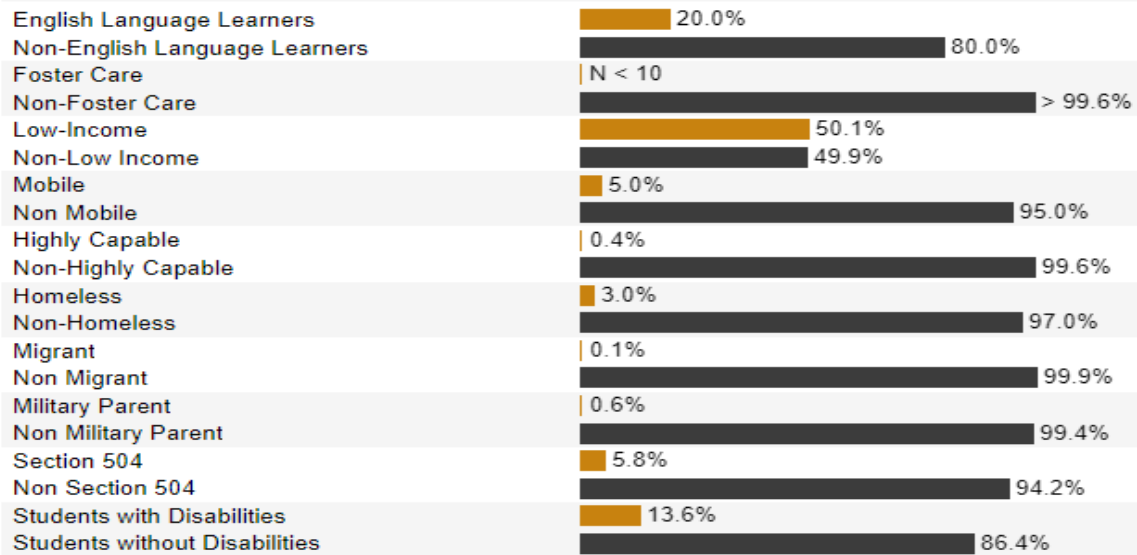
Gender



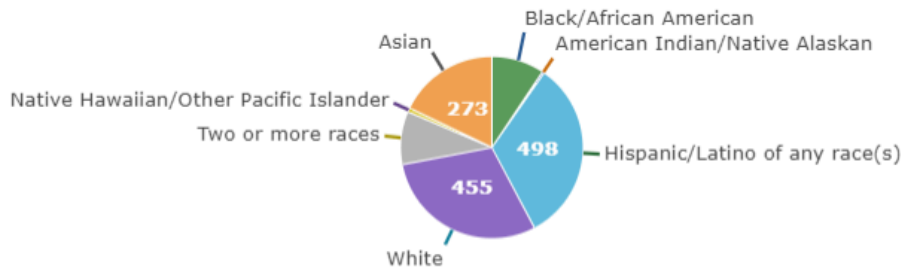
Race/Ethnicity



Program and Characteristic

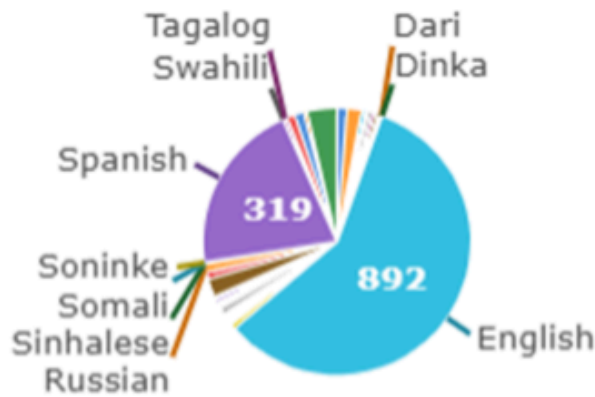


Distribution by Federal Race



- Black/African American
- American Indian/Native Alaskan
- Hispanic/Latino of any race(s)
- White
- Two or more races
- Native Hawaiian/Other Pacific Islander
- Asian

Distribution by Home Language



- Amharic
- Arabic
- Armenian
- Bosnian
- Bulgarian
- Burmese
- Cambodian
- Chinese - Cantonese
- Chinese - Mandarin
- Chinese - Taiwanese
- Chinese - Unspecified
- Dari
- Dinka
- English
- Farsi
- Fijian
- French
- Gujarati
- Hindi
- Hmong
- Ilokano
- Indonesian
- Italian
- Jamaican
- Japanese
- Khmer
- Korean
- Kurdish
- Malay
- Malayalam
- Mandingo
- Mandinka
- Marshallese
- Mongolian
- Nepali
- Pashto
- Persian
- Pilipino / Filipino
- Portuguese
- Punjabi
- Romanian
- Russian
- Sinhalese
- Somali
- Soninke
- Spanish
- Swahili
- Tagalog
- Thai
- Tigrinya
- Ukrainian
- Urdu
- 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

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 - Counseling Department Student Needs Survey

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

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 - State 12th grade on track

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 the planning of our school's 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 School - SBA Science scores increased to 43% (from 36%), Dual credit enrolment is at 98%, WIDA Test scores of 12.4% compared to 7% district-wide, and student feelings of belonging have increased from 52% to 69% this year.

Areas of Growth for Lynnwood High School - SBA ELA scores have decreased from 74% to 65%, SBA Math scores have decreased from 40% to 30%, MultiLingual learners exiting the program are at 3.91% which is lower than the district average of 7.65%.

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

Our key data point as a school is improving our on-time graduation rate. Currently, our overall rate is 84.6% with disproportionate outcomes with several student groups (70.8% students with disabilities, 75.7% multilingual learners, and 79% low income). We increased our rates in all of these areas. We are also achieving our goals in the area of student sense of belonging which has increased rates in all areas: Sense of Belonging at 69%, Teacher-Student Relationships at 61%; Supportive Learning Environment at 57%; High Standards and Expectations 77%, and Teaching and Learning at 60%.

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?

While our graduation rate is slowly increasing by about 1% per year, we still struggle to reach our goal of a 95% graduation rate by the 27-28 school year. Our current graduation rates among various program groups are as follows: MLL Students: 69.0%, Low Income: 80.0%, Special Education: 71.8%. Our current graduation rates by federal race/ethnicity are as follows: Asian (59 students): 92.2%, Black/African-American (26 students): 76.5%, Hispanic/Latinx (57 students): 73.1%, Native Hawaiian/Other Pacific Islander (1 student): 100%, Two or More Races (10 students): 100%, White (109 students): 90.8%.

Our 9th grade on-track data shows that 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 to work to recover credits over the next three years. Within this number are disproportionate credit accrual by race, gender, and student programs. This creates the inequities we see at graduation.

There is a strong connection between student attendance and credits earned. Our regular attendance rate of students at or above 90% is 63% and has a significant gap between 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.

While we have data to celebrate our increases in a student's sense of belonging, our student survey data does indicate that not all students feel connected to LHS. We know that this feeling about school is directly connected to a student's engagement and progress with coursework.

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?

Lynnwood High School will continue to use our Equity Team and our Building Leadership Team as the key reviewers and developers of our SIP. We have a student advisory team who meets regularly with the principal who will also provide input and review our SIP plan. Students in our Ethnic Studies classes have looked closely at data around graduation rates, assessment, discipline rates, and teacher demographics to identify trends, explore root causes of disparity, and propose solutions to further develop our SIP plan. Additionally, we have several teams focused on data points affecting our SIP goals. Our attendance team focuses on tracking attendance issues and implementing interventions. Our Student Advisory Team focuses on behavioral issues and a sense of belonging affecting student success. Our Counseling Team tracks students who are not accruing on-time credits toward graduation.

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)

Lynnwood High School will increase our on-time graduation rate from 84% to 95% by the 2026-2027 school year.

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)

Lynnwood High School will increase our on-time graduation rate from 84% to 89% by the end of the 2024-25 school year and will also improve our opportunity gaps within our multilingual learners with a current graduation rate of 69%.

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

If we...

- Create a 12th-grade team (led by a building administrator, counselor, and credit recovery teacher) to monitor all individual student progress toward graduation that also creates individualized plans for students who fall off-track.
- Create grade-level teams (led 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 2027.

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: Continue our 12th-grade team 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 in the continuous data review cycle.

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 lead systemic changes that will address discovered barriers and inequities in the continuous data review cycle.

What will the strategy or strategies look like in action?

Strategy 1 and 2: The 12th, 11th, and 10th grade teams will collect data on our progress and the 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.

MLL Specific Strategies will include individual advising, priority scheduling, co-teaching models, and access to ML core class sections.

Team or person responsible

Strategy 1: Administrator Goodsky; Counselor Nivens; Teacher Esko

Strategy 2: Administrator Lowes; Counselor Kochta; On-time Graduation Coordinator Ohly

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)

Strategy 1: Our 12th-grade team will have an established calendar for meetings and a 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 off-track students.

Strategy 2: Our 10th and 11th grade teams will have an established calendar for meetings and a 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 off-track students.

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

Lynnwood High School will increase our 9th-grade on-track to graduate rate from 67% to 90% by the 2026-2027 school year.

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)

Lynnwood High School will increase our 9th-grade on-track to graduate rate from 67% to 77% by the end of the 2024-25 school year and will also eliminate opportunity gaps within our multilingual learners with a current graduation rate of 69%.

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

If we...

- Create a 9th-grade team (led by a building administrator and counselor) to monitor all individual student progress toward graduation and also develop 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 in students who are on track to graduate as measured by 9 - 11 grade credits earned.

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:

Continue our 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 lead systemic changes that will address discovered barriers and inequities discovered in the continuous data review.

What will the strategy or strategies look like in action?

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

MLL Specific Strategies will include individual advising, priority scheduling, co-teaching models, and access to ML core class sections.

Team or person responsible

Administrator - David Rodriguez; Counselor - Kochta;

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)

Our 9th-grade team will have an established calendar for meetings and a system for data collection and review.

The 9th-grade team will be ensuring that all 9th-grade students and families have information and access to their student's progress in classes and plan to improve grades to passing if failing any course.

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

Students who feel connected to school will increase from 69% to 85% by the 2026-2027 school year as measured by the District Student Survey results.

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)

Students who feel connected to school will increase from 69% to 75% during the 2024-2025 school year as measured by the District Student Survey Results.

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

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.

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: Provide weekly community-building opportunities and SEL instruction through advisory. The 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".

Strategy 2: Focus on district student survey data to measure how students feel they belong.

What will the strategy or strategies look like in action?

Strategy 1 - The 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. We will continue our work.

Strategy 2 - District student survey will be completed by students and survey results will be analyzed by the Building Leadership Team and full staff. Results to be analyzed by grade level, race, gender, low-income, and categorical programs.

Team or person responsible

Advisory Professional Learning Team, Technology coach, School Psychologists, FSA, and Building Leadership Team

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)

We will collect district student survey data multiple times per year and analyze it through our building leadership team.

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

Name	Role
LHS Equity Team	The school leadership team focused on anti-racism and equitable outcomes for students.
Building Leadership Team	School Steering committee headed by instructional department chairs, counselors, and administrators
LHS Administration	Principal, Assistant Principals, and Assistant Superintendent
Student Advisory Team	To advise and provide feedback and voice from a student perspective
Ethnic Studies Students	To advise and look for trends in graduation rates, assessment, discipline rates, and teacher demographics to explore root causes of disparity, and propose solutions.

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](#)