

## 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** Lynndale Elementary

**Current School Year** 2025-2026

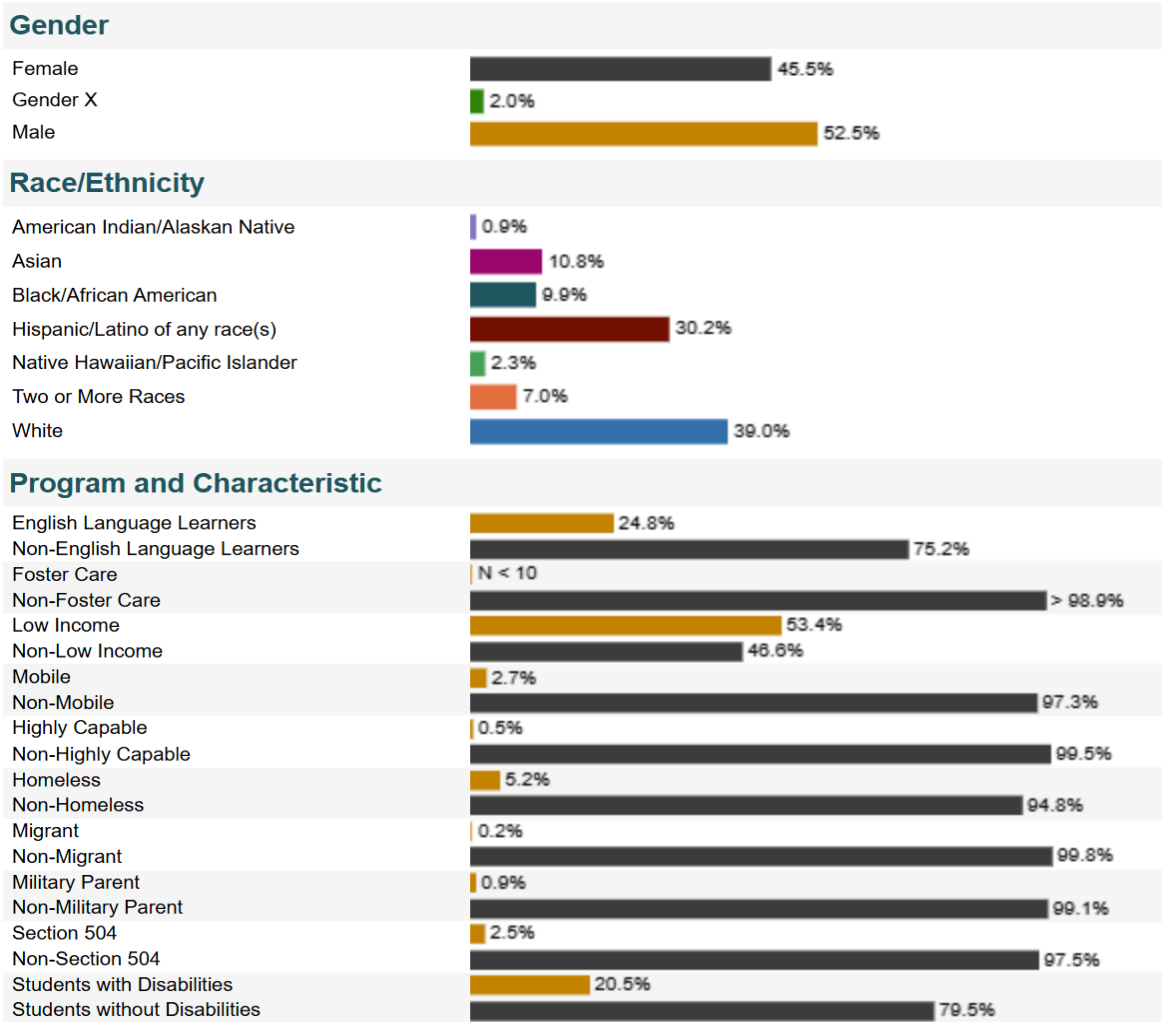
## Section 1. Our School

Lynndale Elementary is a vibrant and welcoming school community, home to nearly 400 students on a beautiful campus adjacent to a well-used community park and playground that serves families daily. The school benefits from a cohesive, experienced staff and a strong culture of teacher leadership that permeates all areas of campus life. Leadership teams of 10–14 dedicated adults work collaboratively to support students, while the Equity Team of eight focuses on closing opportunity gaps for the school’s most marginalized populations. A strong and active PTA partners closely with teachers to create enriching experiences for students throughout the year. The staff is deeply instructional-focused, responsive to data, and committed to brainstorming innovative strategies to positively impact learning.

Lynndale continues to expand opportunities and supports for students, families, and staff. The school offers after-school clubs—many led by Lynndale teachers and staff—and proudly hosts the Edmonds School District’s only Steel Drum Band. This year marks the first time math

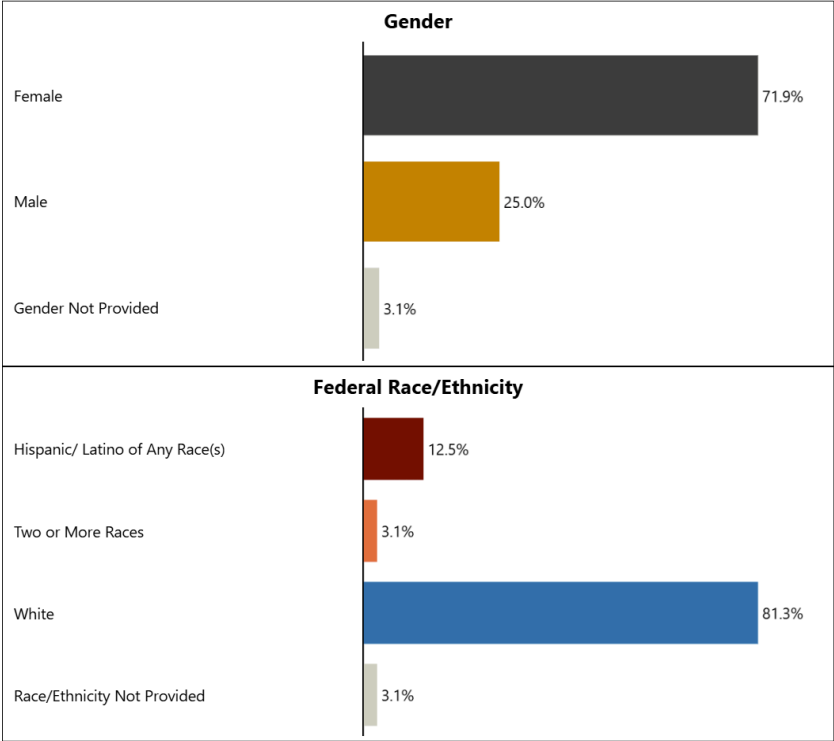
support is available at all grade levels. The school also provides an Intensive Social Emotional Supports program for students with significant behavioral needs and lunchtime programs in the library, PE, and music. Additionally, Lynndale fosters strong family engagement through Café Con Chisme, a parent group that brings together diverse moms to build community and connection.

**Student demographics from 2024-2025:**



**School staff characteristics:**

**Lynndale Elementary  
2023-24**



## 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

## ***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

## ***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?**

Strengths for all students and for specific groups:

Our school has demonstrated several strengths that benefit all students as well as specific groups. Students with disabilities have shown growth on the Smarter Balanced Assessment (SBA), reflecting the effectiveness of targeted support. Our Equity Team has engaged in data-driven work, incorporating meaningful conversations with families and students to address building-wide issues collaboratively. This team has critically examined ways to enhance the overall school experience for every child, striving each day for engagement and excellence. Additionally, staff have dedicated time to reviewing curriculum and pacing guides to ensure consistency across classrooms. The Culture and Climate Team, composed of 14 committed adults, continues to develop projects that positively impact the school community. We have also established a comprehensive PBIS vision document that identifies supports for both students and staff. Character education lessons are provided regularly by teachers, the office, and the school counselor, who also delivers ongoing lessons and support across the entire campus. Various teams meet consistently to review student attendance and behavioral data, ensuring that all students receive the attention and guidance they need to succeed.

Specific Needs and Disparities in Student Outcomes:

Students in the Multilingual Learner (ML) program continue to perform below the threshold identified by the state for language acquisition. This remains our only category that is "below the line." Although we see incremental progress each year, overall student attendance has not yet

returned to the positive levels we experienced in previous years. In addition, intermediate math performance has declined on the SBA, particularly as students transition into the upper grades.

In terms of disparities, math achievement remains an area of concern. While our scores continue to rank near the top when compared with other high-poverty schools, they still fall noticeably short of the district average for grades 4–6. For students learning English at Lynndale, we are maintaining a focused effort on strengthening instructional supports that help ML learners achieve greater success on the SBA and close the performance gap over time.

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

Areas achieving our school's goals and making satisfactory progress, and why:

- As recently as one year ago, Lynndale was on the state "School of Improvement" list. Now removed from that, our students have shown adequate growth in some of our racial groups, among students who are low-income, and students with disabilities.
- Our attendance numbers continue to improve year after year as a result of staff communication and the work of our equity team. As the 3rd smallest school in Edmonds, we work to provide targeted support to each family that needs help in improving attendance.

## **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?**

Areas not achieving our school's goals and making satisfactory progress, and why:

Math achievement continues to be an area of concern. The last formal training session for teachers on the math curriculum took place in 2009, and many educators were simply given the materials and asked to begin teaching. Over the years, the school's strong focus on reading has also meant fewer professional learning opportunities in mathematics. Moving forward, we aim to not only strengthen use of our curriculum but also build teacher capacity around high-leverage instructional practices that have a meaningful impact on student learning.

Family connection to the school has also been identified as an area for growth. Results from our family survey indicate that many families feel less connected to Lynndale than we would like. Rebuilding strong, consistent opportunities for families to engage with the school community remains a key priority.

Finally, while we have made steady progress in supporting students who are learning English, this continues to be an area requiring regular attention. Our staff have engaged in significant professional learning, and our Multilingual (ML) department has updated its service model in recent years to reflect current best practices. We are encouraged by the improvements we've seen so far and remain committed to ensuring continued growth for our ML students.

**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?**

How our team/school engages the SIP with community members:

- SIP overview at PTA meeting
- Information about the work of the school in weekly communications
- Focus groups with families to seek input regarding various aspects of Lynndale
- Student, Staff, and Family surveys for continued feedback
- Leadership Team analysis of data and survey results to provide input

## 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)

From Spring 2025 to Spring 2027, students at Lynndale in grades 3-6 who are at or above benchmark in ELA will increase from 55.2% (130/236 students) to 65% (154/236 students) as measured by the Smarter Balanced Assessment.

### *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)**

From Fall 2025 to Spring 2026, students at Lynndale in grades 1-6 who are at or above benchmark in reading will increase from 32% (106/324 students) to 57% (185/324 students) as measured by the i-Ready Diagnostic.

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

If we...

- Effectively utilize curriculum with appropriate supplemental materials, and support teachers with specific strategies they need to focus on to work with ML learners

Then...

- Students will demonstrate grade-level knowledge of reading content, and students will show greater success on formative and summative assessments.

***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**

- Effective implementation of district curriculum and approved supplemental materials to ensure equitable access to learning for all students.
- Increase and improve instructional strategies for serving multilingual learners (with a focus on GLAD). This will be differentiated by team, based on grade level choice in collaboration with ML staff.

**What will the strategy or strategies look like in action?**

- Review of WIDA, SBA, and other district approved assessment data to identify areas of focus.
- Narrow into 1-2 strategies for each grade level to focus on the 35 different GLAD strategies.
- Develop a plan for implementation, and meet with teams to review and adjust
- Usage and monitoring of i-Ready personalized instruction

**Team or person responsible**

All activities will be planned and monitored by our Instructional Leadership Team, with Principal Jimmy Nguyen as lead.

## 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)

What data:

- 95% unit assessments
- i-Ready Diagnostic; progress in My Path (Personalized Instruction)
- WIDA scores
- Acadience
- Phonics PASI

How we will collect:

- Classroom assessments
- Monitoring of i-Ready progress

Who will collect:

- Classroom teachers
- Title Teachers
- ML teacher

When we will collect:

- Beginning, Middle, and End of Year
- End of units

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

From Spring 2025 to Spring 2027, students at Lynndale in grades 3-6 who are at or above benchmark in math will increase from 42.6% (101/236 students) to 53% (125/236 students) as measured by the Smarter Balanced Assessment.

### ***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)***

From Fall 2025 to Spring 2026, students at Lynndale in grades 1-6 who are at or above benchmark in math will increase from 18% (43/341 students) to 49% (167/341 students) as measured by the i-Ready Diagnostic.

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

If we...

- Effectively utilize curriculum with appropriate supplemental materials, and support teachers with specific strategies they need to focus on to work with ML learners

Then...

- Students will demonstrate knowledge of grade-level math content, and students will show greater success on formative and summative assessments.

## ***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**

- Effective implementation of district curriculum and approved supplemental materials to ensure equitable access to learning for all students.
- Increase and improve instructional strategies for serving multilingual learners (with a focus on GLAD). This will be differentiated by team, based on grade level choice in collaboration with ML staff.

### **What will the strategy or strategies look like in action?**

- Review of WIDA, SBA, and other district-approved assessment data to identify areas of focus.
- Narrow down the 35 different GLAD strategies to 1-2 essential ones for consistent alignment and implementation.
- Develop a plan for implementation, and meet with teams to review and adjust.
- Usage and monitoring of i-Ready personalized instruction.

### **Team or person responsible**

All activities will be planned and monitored by our Instructional Leadership Team, with Principal Jimmy Nguyen as lead.

## **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)**

What data:

- i-Ready Diagnostic; progress in My Path (Personalized Instruction)
- SBA results
- Unit assessments

How we will collect:

- Unit assessments
- Monitoring of i-Ready progress

Who will collect:

- Classroom teachers
- Math para support

When we will collect:

- Beginning, Middle, and End of Year
- At the end of each math unit

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

From 2025-2026 to 2026-2027, students in grades 3-6 who report a sense of belonging in school will increase from 75% (158/210 students) to 85% (179/210 students) as measured by student surveys.

#### ***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)***

From Fall 2025 to Spring 2026, students in grades 3-6 who report a sense of belonging in school will increase from 75% (158/210 students) to 80% (179/210 students) as measured by student surveys.

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

If we...

- Clearly and effectively communicate with families about what is happening at school,
- provide opportunities for families to connect,
- and celebrate home culture with families

Then...

- Students and families will feel more connected and a sense of belonging while at Lynndale Elementary.

### ***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**

- Identify staff to facilitate school-wide events that promote family engagement at school.
- Have direct communication through calls, home visits, and otherwise for families who need support with attendance.

#### **What will the strategy or strategies look like in action?**

- Creating literacy and math nights to connect families with learning at school.
- Support events that bring families into the school: Multicultural Night, Cafe' Con

Chisme (a Latina mom's group), and classroom celebrations with family participation.

**Team or person responsible**

All activities will be planned and monitored by our Equity Team and Culture and Climate Team, with Principal Jimmy Nguyen as lead.

**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)**

What data:

- Student Survey
- Family Survey
- Ongoing conversations with families

How we will collect:

- Surveys are conducted in the classroom and collated by our district

Who will collect:

- Classroom teachers
- Assessment department
- Counselor, family liaison

When we will collect:

- Fall and Spring of each school year
- Ongoing throughout the school year

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

Name	Role
Jimmy Nguyen	Principal
Caroline Gaskill	Digital learning coach
Megan Wright	Reading Interventionist
Sarah Hsu	5th-grade teacher, EEA rep
Gina Kusumoto	Kindergarten teacher
Michelle Skinner	6th-grade teacher
Heather Slettebak	3rd-grade teacher
Heather Armstrong	1st grade teacher
Sally D'Ault	6th-grade teacher
Tillie Hust	ML teacher

### Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template\\_2025-26](#)
- [End of Year Reflect & Revise Template\\_2025-26](#)