Edmonds School District

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 2025-2026

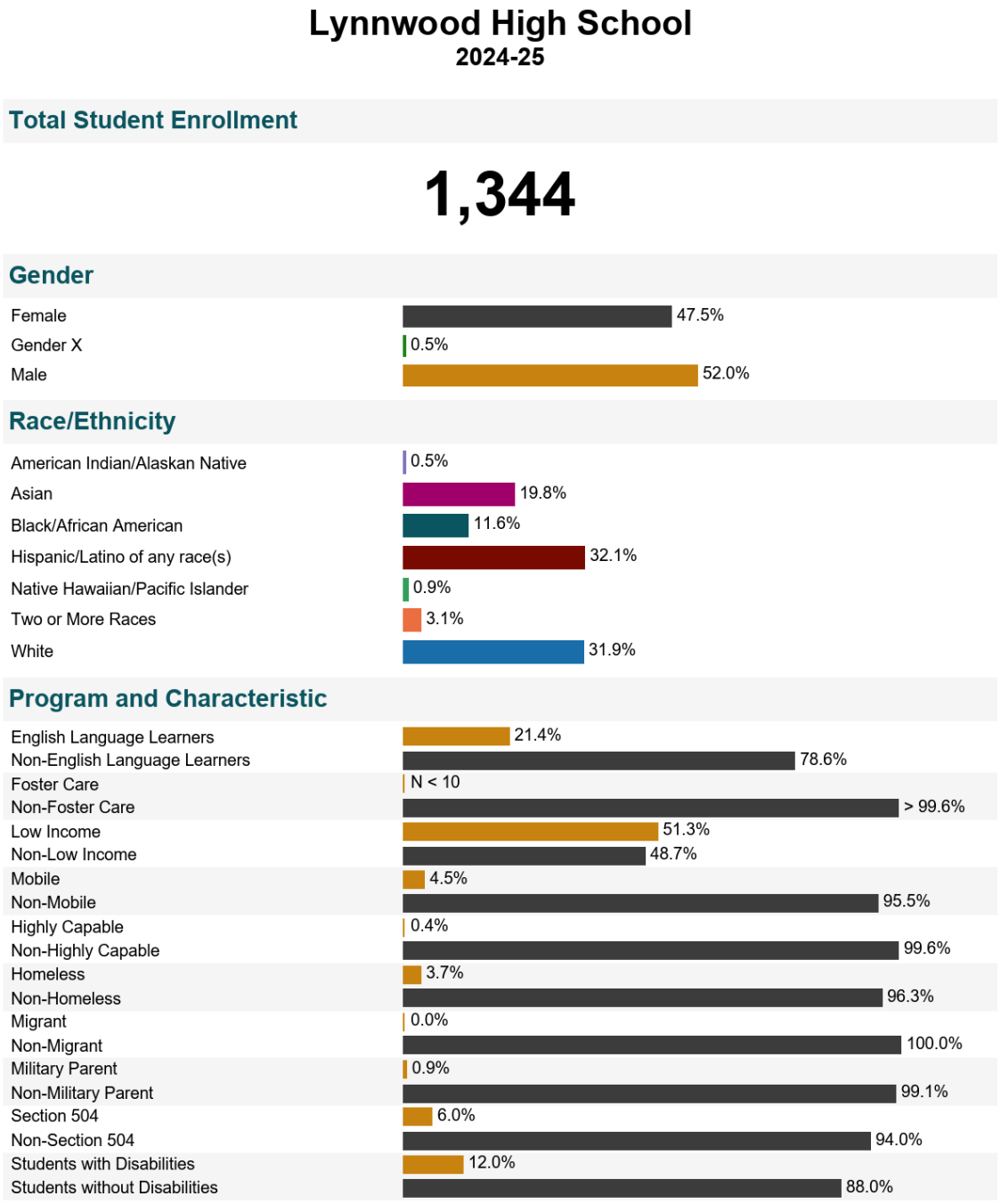
Section 1. Our School

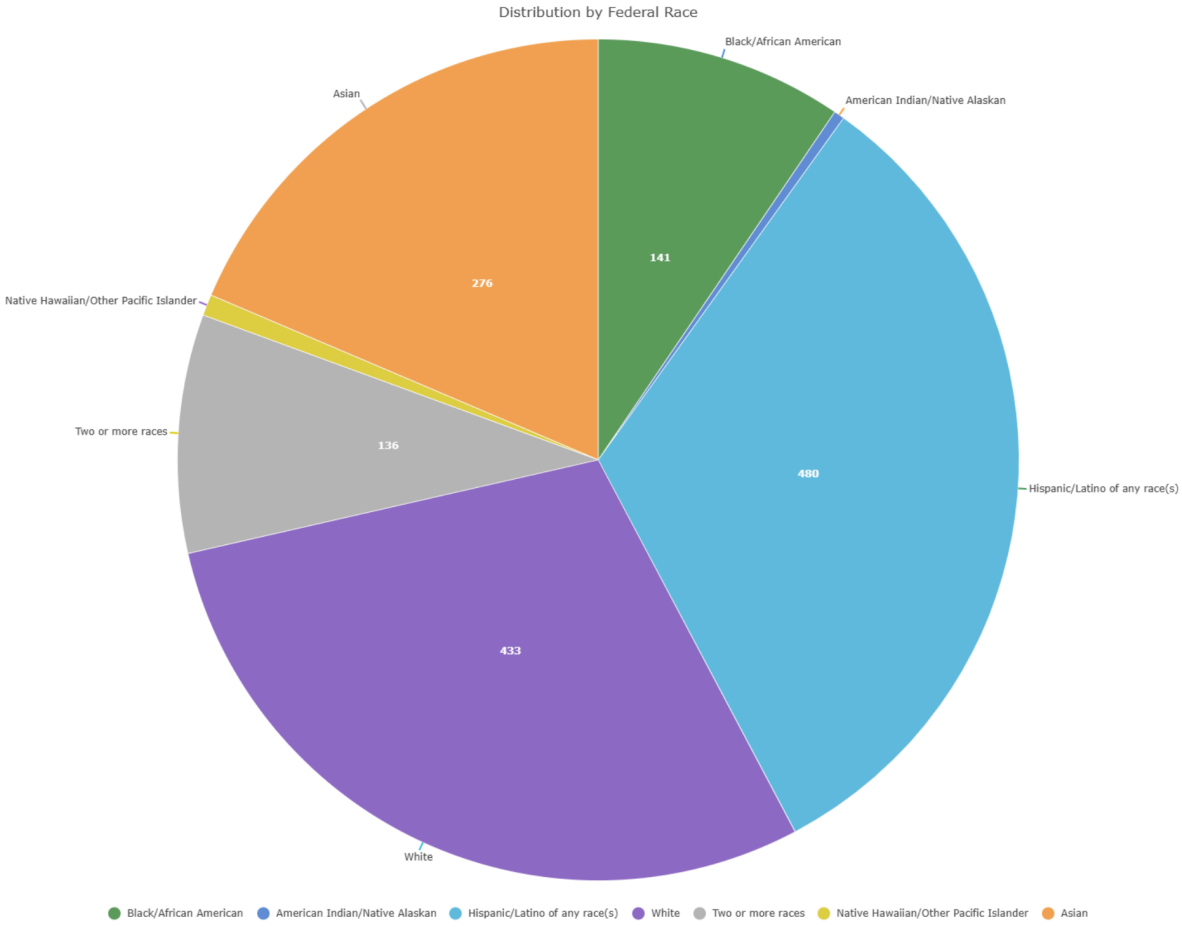
Lynnwood High School serves approximately 1,300–1,400 students each year and reflects the vibrant diversity of our community. About 51% of our students qualify for free and reduced lunch benefits, and more than 50 languages are spoken by LHS students and families. The largest language groups include English, Spanish, Vietnamese, Portuguese, Arabic, Amharic, and Ukrainian. This linguistic and cultural richness is one of our greatest strengths and contributes to a welcoming, inclusive school culture where every student is valued and seen.

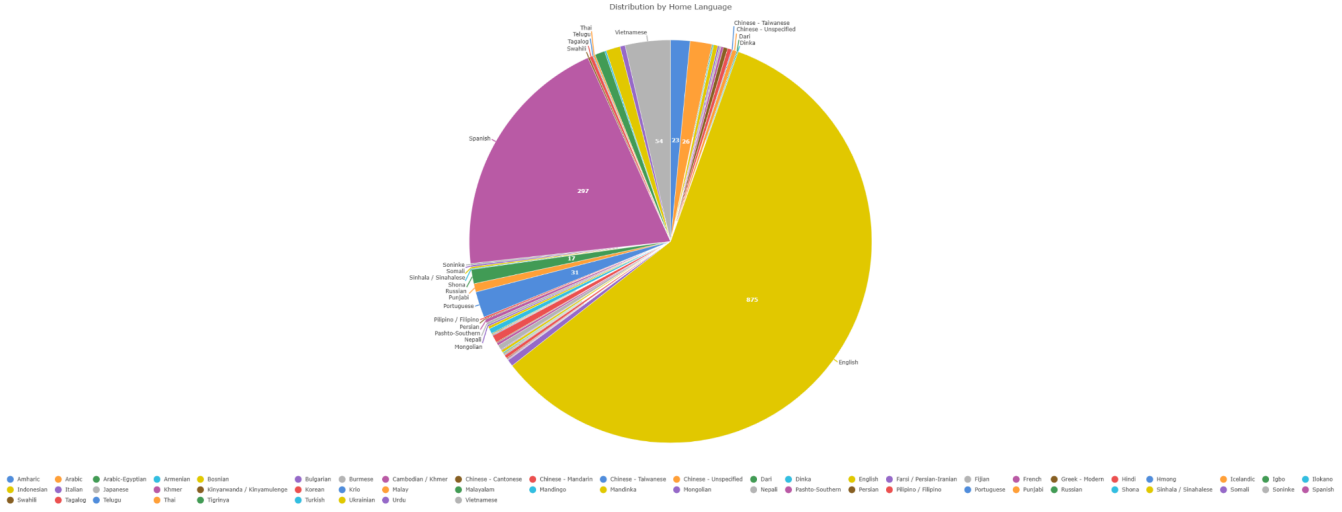
We take pride in offering a wide range of academic and extracurricular programs that meet the varied interests and aspirations of our students. Our Advanced Placement program continues to thrive, providing access to rigorous college-level coursework. In addition, Lynnwood High School has recently become a STEAM-designated school, giving students opportunities to pursue specialized diploma pathways in Environmental Science, Advanced Manufacturing, Computer Science, and Health Science. These programs prepare students for future success in both college and career settings.

Our dedicated staff bring a depth of experience and expertise to the classroom, averaging more than 14 years of teaching experience. Over 12% of our educators are National Board Certified, and more than 80% hold a master's degree or higher. This commitment to professional growth and instructional excellence supports our mission to foster equitable and engaging learning for all students.

At the heart of Lynnwood High School is our commitment to building a positive, supportive community where **equity, engagement, and excellence** guide all aspects of our work. We focus on cultivating a sense of belonging through strong relationships, restorative practices, and attention to the whole student, academically, socially, and emotionally.




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
141
480
433
136
276
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
English
Spanish
875
297
Amharic
Arabic
Arabic-Egyptian
Armenian
Bosnian
Bulgarian
Burmese
Cambodian / Khmer
Chinese - Cantonese
Chinese - Mandarin
Chinese - Taiwanese
Chinese - Unspecified
Dari
Dinka
English
Farsi / Persian-Iranian
Fijian
French
Greek - Modern
Hindi
Hmong
Icelandic
Igbo
Ilokano
Indonesian
Italian
Japanese
Khmer
Kinyarwanda / Kinyamuleng
Korean
Krio
Malay
Malayalam
Mandingo
Mandinka
Mongolian
Nepali
Pashto-Southern
Persian
Pilipino / Filipino
Portuguese
Punjabi
Russian
Shona
Sinhala / Sinahalese
Somali
Soninke
Spanish
Swahili
Tagalog
Telugu
Thai
Tigrinya
Turkish
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

- [x] State ELA assessment
- [x] State math assessment
- [x] WCAS and/or WA-AIM
- [x] State student growth
- [x] Grade level on-track indicators
- [x] Acadience
- [x] Classroom observation tool
- [ ] Other

Elementary

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

Secondary

- [x] State graduation rates
- [x] State dropout rates
- [x] State ninth grade on-track
- [x] District course completion
- [x] District grades/GPA
- [x] District i-Ready
- [x] 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 - Our graduation rate was 87.7%. Dual credit enrollment is at 98.4%, WIDA test scores for progressing students are 33.83% compared to 25.9% in 23-24 district-wide. Our student survey results have increased in all areas: Student feelings of belonging have increased to 70%, Teacher-Student Relationships increased to 64%, Supportive Learning environment increased to 60%, High Standards and Expectations increased to 77%, and Teaching and Learning increased to 63%. While our Smarter Balanced Assessment (SBA) scores are lower than we would like, we are moving more students between 7th and 10th grade to levels 3 and 4.

Areas of Growth for Lynnwood High School - SBA English Language Arts (ELA) scores have decreased from 63% passing to 61%, SBA Math scores have remained steady at 30% passing, Science scores have decreased from 43% to 40% passing. Multilingual learners exiting the program are 8.8% compared to 4.69% in 23-24.

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 87.7% with disproportionate outcomes with several student groups (72% students with disabilities, 69% multilingual learners, and 80% low income). We slightly 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 in all areas: Sense of Belonging from 69% to 70%; Teacher-Student Relationships from 58% to 64%; Supportive Learning Environment from 56% to 60%; High Standards and Expectations 76% to 77%; and Teaching and Learning at 58% to 63%.

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 Lynnwood High School's graduation rate has continued to grow by about one percentage point per year, we are still below our goal of reaching a 95% graduation rate by the 2027–28 school year. Significant disparities remain among student groups. Current graduation rates are 87.4% for Multilingual Learners (MLL), 76.6% for students identified as low income, and 85.2% for students receiving special education services. By race and ethnicity, graduation rates are as follows: Asian students, 93.9%; Black or African American students, 88.6%; Hispanic or Latinx students, 79.3%; Native Hawaiian or Other Pacific Islander students, 100%; students of two or more races, 100%; and White students, 90%.

Early indicators suggest that these outcome gaps begin well before senior year. Our 9th-grade on-track data show that 32% of students complete their first year behind in credits. This means nearly one-third of our students must engage in credit recovery over the next three years. Within this group, credit accrual rates differ significantly by race, gender, and program participation, contributing to the graduation rate disparities we see later on.

Attendance data also highlight an area of concern. Only 64% of students maintain regular attendance at or above 90%. The rate is even lower for students with disabilities, at 59%, and for multilingual learners, at 56.2%. These attendance gaps are strongly connected to credit attainment and graduation outcomes, suggesting that improving attendance is an essential step toward improving overall student success.

Finally, although survey data show improvement in students' sense of belonging, not all students report feeling connected to Lynnwood High School. Research and our own experience tell us that a student's sense of belonging is directly related to engagement and academic progress. Increasing connection, engagement, and support for all students will be critical to closing the gaps in achievement and attainment.

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 engages a variety of school community members in the development, implementation, and monitoring of our School Improvement Plan. Our Equity Team and Building Leadership Team (BLT) serve as the primary reviewers and developers of the plan, using data to guide decisions and to ensure alignment with our school's priorities of equity, engagement, and excellence. These teams meet regularly throughout the year to analyze progress toward SIP goals and to adjust strategies as needed.

Student voice is central to our improvement process. The Principal's Student Advisory Team meets regularly to share perspectives on school climate, engagement, and learning experiences, offering direct feedback that informs SIP goals and actions. In addition, students in our Ethnic Studies classes examine data related to graduation rates, assessments, discipline, and teacher demographics. Through this analysis, students identify trends, explore root causes of disparity, and propose solutions that strengthen our SIP focus on belonging and equitable outcomes.

We also rely on several specialized teams to address the data points most closely tied to our goals. The Attendance Team tracks attendance patterns, implements interventions, and monitors improvement. The Counseling Team identifies students who are behind in credits and coordinates supports to help them get back on track for graduation. Each of these teams contributes data and insight that guide updates to the SIP throughout the year.

In addition, we engage families through ongoing communication, conferences, and feedback opportunities. Their perspectives help us refine supports and improve connections between home and school. Through these collaborative structures, Lynnwood High School maintains a continuous cycle of reflection and improvement, ensuring that our SIP remains a living document that reflects the voices, data, and experiences of our entire school community.

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 87.7% 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 87.7% to 90% by the end of the 2025-26 school year and will also improve our opportunity gaps within our multilingual learners by increasing our ML on-track to graduate rate from 69 to 75%.

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

If we…

- Establish a 12th-grade support team, led by a building administrator, counselor, and credit recovery teacher, to closely monitor individual student progress toward graduation and to develop personalized recovery and completion plans for students who fall off track.
- Implement grade-level teams for grades 9 through 11, led by an administrator and counselor, to monitor student progress and to design individualized supports for students who need interventions to stay on track.
- Meet regularly with all students in grades 10 through 12 to review credit status, create recovery plans when needed, and ensure that every student has a clear and supported path to graduation.
- Analyze schoolwide credit accrual data by content area and teacher to identify trends, strengthen instructional practices, and create systems that improve credit passage and recovery opportunities.
- Engage all instructional departments in reviewing their course passage rates and developing action plans that address both individual and systemwide barriers to credit attainment.

Then more students will stay on track and graduate from Lynnwood High School on time, allowing us to achieve our goal of a 95 percent on-time graduation rate 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 the 12th-grade support team to regularly review and monitor student progress toward graduation. The team will develop individualized plans for students who are off track

and lead systemwide efforts to identify and remove barriers that contribute to inequitable outcomes through an ongoing data review process.

Strategy 2:
Establish 11th- and 10th-grade support teams to monitor student progress toward on-time graduation. These teams will create targeted support plans for individual students, collaborate with staff to address trends revealed in data, and implement systemic changes that promote equity and early intervention within the continuous improvement cycle.

What will the strategy or strategies look like in action?

For Strategies 1 and 2, the 12th-, 11th-, and 10th-grade support teams will meet regularly throughout the year to review on-track-for-graduation data and identify students who need additional support. Teams will collect and analyze data multiple times per year to monitor progress and adjust interventions as needed. Each identified student will have an individualized plan that is created, communicated, implemented, and monitored in collaboration with counselors, teachers, and families. Evidence of this work will include updated student plans, improved credit accrual, and an overall increase in the number of students who remain on track for graduation.

Multilingual Learner (MLL) strategies will include targeted supports such as individual advising, priority scheduling to ensure access to required courses, implementation of co-teaching models, and designated core class sections for multilingual learners. These approaches will provide additional academic and language support to help MLL students successfully earn credits and meet graduation requirements.

Team or person responsible

Strategy 1: Administrator Goodsky; Counselor Nivens; Teacher Esko

Strategy 2: Administrator Gray; Counselor Kochta; Ontime 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:
The 12th-grade support team will implement a structured meeting calendar and a consistent system for data collection and review. The team will regularly analyze student progress toward graduation, ensuring that every senior and their family receives timely updates on on-track status. Individualized graduation plans will be developed and monitored for all students identified as off track, with targeted interventions and follow-up communication to support successful completion.

Strategy 2:
The 10th- and 11th-grade support teams will establish a regular meeting schedule and a unified system for tracking academic, attendance, and credit data. These teams will provide students and families with ongoing access to on-track status updates and collaborate to create and monitor intervention plans for students who are off track. Continuous review of progress data will guide early intervention efforts and inform adjustments to supports throughout the year.

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

Lynnwood High School will increase our 9th-grade on-track to graduate rate from 77% 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 77% to 82% by the end of the 2025-26 school year and will also eliminate opportunity gaps within our multilingual learners by increasing our ML on-track to graduate rate from 69 to 75%.

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

If we...

- Establish a 9th-grade team, led by a building administrator and counselor, to monitor each student's progress toward graduation and to develop targeted intervention plans for all students who are identified as off track.
- Monitor systemwide credit accrual data (by subject and teacher) on a quarterly basis, using six-week grading cycles to calculate pass rates. Design and implement responsive systems to support both course passage and credit recovery based on identified trends in the data.
- Engage all instructional departments and individual teachers in examining their course passage and credit accrual data to collaboratively develop strategies that address both individual student needs and systemic barriers to success.
- Facilitate ongoing conversations among 9th-grade teachers around equitable grading practices to identify and eliminate barriers that prevent students from earning course credit.

...then we will
see an increase in the percentage of students on track to graduate, as measured by credits earned in grades 9 through 11.

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 the 9th-grade team, led by an administrator, counselor, and teacher, to regularly examine and monitor course passage rate. The team will design and implement

individualized support plans for students who are off track and lead systemic improvement efforts to address barriers and inequities identified through continuous data review.

What will the strategy or strategies look like in action?

The 9th-grade team will regularly collect and analyze data to monitor progress and track the course passage rate. The team will use this data to guide interventions, communicate progress with staff and families, and adjust support as needed. Success will be reflected in an increased percentage of 9th-grade students on track to graduate.

MLL-In addition to the strategies above, specific strategies will include individualized academic advising, priority scheduling to ensure access to core courses, co-teaching models that support language development, and placement in ML-designated core class sections designed to accelerate both language and content learning.

Team or person responsible

Administrator - Anguiano; 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)

The 9th-grade team will maintain an established meeting calendar and a consistent system for data collection and review. Evidence of implementation will include meeting agendas, attendance records, and updated on-track data reports. The team will ensure that all 9th-grade students and families receive timely information about academic progress and have access to individualized plans for improving grades in any courses where a student is not passing.

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

Students who feel connected to school will increase from 70% 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 70% to 77% during the 2025-2026 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 regular and meaningful opportunities for students to share their voices and experiences
- Create multiple avenues for connection, relationship-building, and personalized support
- Continue to expand professional learning focused on culturally responsive and trauma-informed practices
- Embed consistent opportunities to address students' social and emotional needs through SEL instruction and routines
- Deliver intentional lessons on topics that reduce experiences of racism and bias, such as microaggressions

...then
students' feelings of belonging and safety at school 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 social-emotional learning (SEL) instruction through advisory. The Building Leadership Team and Equity Team will collaboratively develop lesson content focused on mental health, connection, and inclusion. Teachers will receive training during staff meetings to effectively deliver these lessons. Instruction will occur during advisory periods, typically on designated Wednesday “no travel” days.

Strategy 2:

Use district student survey data to assess students’ sense of belonging and identify trends or areas of concern. Staff will analyze the results to inform interventions, guide advisory and SEL programming, and track progress over time.

What will the strategy or strategies look like in action?

Strategy 1:
The Building Leadership Team will meet regularly to establish objectives and structure for advisory activities from September through June. The team will continue to address our problem of practice related to students’ experiences with microaggressions by expanding and refining the microaggression lessons previously delivered during advisory. Ongoing review and adjustments will ensure that advisory lessons remain relevant, effective, and aligned with student needs.

Strategy 2:
Students will complete the district student survey, and the Building Leadership Team, along with the full staff, will analyze the results. Analysis will include disaggregation by grade level, race, gender, socioeconomic status, and categorical programs. Survey findings will inform targeted interventions, advisory content, and schoolwide initiatives aimed at improving students’ sense of belonging and equity.

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 *(to be updated to 25/26 as the year progresses)*
- End of Year Reflect & Revise Template_24-25 *(to be updated to 25/26 as the year progresses)*