Edmonds School District

THREE-YEAR PLAN

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

Template Revised 08/17/2026

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 how staff members will ensure every student feels a sense of belonging and can 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 2026-2027

Section 1. Our School

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 full K-6 Intensive Support program, reading intervention, and services for both students with individualized educational plans and students who are Multilingual Learners (ML). Our academics are aligned with social-emotional learning--we utilize *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 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 family partnership in educating their own child(ren) and all students—recognizing that the success of each student/family 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 guardians 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/is open and cater to the priorities of our families. Families are encouraged to join in and engage at school events, the Parent Teacher Organization (PTO), Natural Leaders, 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--even the adults! We are learning about and developing a Multi-Tiered System of Supports (MTSS)—in Edmonds known as E3 - Equity, Engagement, and Excellence for each and every student. Other learning areas include literacy, mathematics, writing, 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	118	20.6%
Black/African American	75	13.1%
Hispanic/Latino of any race(s)	128	22.4%
American Indian/Native Alaskan	1	0.2%
Native Hawaiian/Other Pacific Islander	5	0.9%
White	194	33.9%

Students by Program:

Program	Number of Students	Percentage of Total Students
504	19	3.3%
Free/Reduced Lunch	296	51.7%
Homeless	17	3%
Special Education	104	18.2%
Multilingual Learner	163	28.5%

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

1. English
2. Spanish
3. Tigrinya/Amharic

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: Student Listening Sessions focused on equity themes, 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: Multi-Tiered System of Supports (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 Extracurricular Events

Instructional Excellence (and student learning)

All Students

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: 95%, Math Genius, SIOP
- [x] Other: PLC Reporting Tools

Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [x] 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?
2.

3-Year Plan:

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 for setting our goal around the Smarter Balanced Assessment (SBA). 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).

1 Year-Plan:

In year two of our School Improvement Plan, we met most of our one-year benchmarks in all three goal areas (English Language Arts- SBA: YES, i-Ready: NO; Math- SBA: YES, i-Ready: YES, Belonging: NO). When we look at our current school data, it shows that all students, across groups and programs, have room for growth academically and socially-emotionally. Many students are performing one or more years below grade level in reading and math, and some students 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. We intend to dive more deeply into vocabulary, writing, math (quick practice and routines/math expressions components), and social-emotional belonging through Tier 1 curriculum fidelity.

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

3-Year Plan:

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 exiting from Title/LAP services in Kindergarten through 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.

1-year Plan:

In year two of our School Improvement Plan, we met most of our one-year benchmarks in all three goal areas (English Language Arts-SBA: YES, i-Ready: NO; Math-SBA: YES, i-Ready: YES; Belonging: NO). We continue to see areas of opportunity to increase our reading comprehension, writing, and math skills. When we look at grade-level cohorts, we have seen gains in each intermediate cohort (5th grade ELA only; 6th grade math only). When it comes to improving scores on the WIDA assessment for Multilingual Learners, we did see gains in the reading domain for all students from the year prior, although due to the assessment changing,

this is not a direct correlation of data. Overall, our exit rate for multilingual students is 12%, which exceeds the district average of 8%. Specific subgroups that have performed more strongly than others continue to be: Asian, Two or More Races, and White. However, even these groups have growth opportunities.

4. 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: We met our benchmark goal in math last year. However, there is still much opportunity for growth. As a building, due to our limited capacity to target all academic areas comprehensively at one time, math, in an ongoing way, gets less focus than we would like. We are excited to deepen our practice in quick practice and routines, and build a shared understanding of the key elements of the Math Expressions curriculum.

- 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 (ELA), 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 System of Supports (bridging now between Tier 1 instruction and intervention) and continued professional learning to support Multilingual Learners (vocabulary). This year we will build on supporting student productive language (speaking & writing) to improve oracy and literacy skills.

5. 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)

- Parent Teacher Organization

- Family Engagement Focus Groups

- 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)

By Spring 2027, 51% of students in Grades 3-6 will meet grade-level proficiency on the English Language Arts Smarter Balanced Assessment (SBA), up from 41% in Spring of 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)

By Spring 2027, 54% of students in Grades 3–6 will meet grade-level proficiency in Reading i-Ready, up from 36% in Fall 2026.

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
- Elevate and explicitly teach Cross-Cutting Tier 2 academic vocabulary
- 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 and building a WIN "What I Need" model)

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: Ensure that all teachers are implementing a guaranteed and viable curriculum, aligning common assessments, and utilizing common data practices (i.e., keeping common data, measuring data against end-of-year report card standards, analyzing data for instructional next steps as a team)

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: Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.

What will the strategy or strategies look like in action?

- Professional Learning: i-Ready, Homeroom, assessment (curriculum-based, SBA), vocabulary, small groups, reading comprehension, writing
- Active & Efficient Professional Learning Communities:
    - Grade-level schedules that align to content minute guidelines from Teaching & Learning
    - Aligned Curriculum Maps
    - Ongoing common assessments
    - Shared grade-level spreadsheets for common assessments & school Data Wall
    - Identified students who need additional support and plans for instruction
- Intervention:
    - Title/LAP Decision Making Rules for identification/qualification of Services (progress monitoring/team analysis done every 6-8 weeks)
        - Reading intervention services deployed in congruence with other support services- multilingual & special education (Overall WIN Reading Intervention Block)
    - Growth of WIN model- expansion to three grade-level teams
    - Title/LAP Literacy Night
- Curriculum & Materials:
    - Co-planning sessions with ML Staff & grade-level teams--re: Vocabulary
    - Adoption of Supplemental 6th grade curriculum for phonics/word Study: *Morpheme Magic* for 6th Grade Team
        - Materials purchased in collaboration with Title/LAP Team
        - Professional development for 6th grade Team
    - Supporting K team to explore supplemental curriculum (Fish Tank)
    - Maintaining Curriculum Inventory
    - Decodable Library- Infrastructure & professional development
- Partner/Action Plan with Tech Instruction Coach (Anna Malik)

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)

Student Outcome Measures:

- Literacy Data:
    - SBA (Increased # s of students meeting proficiency) (annually- whole team)
    - i-Ready (Students meeting 1-year growth & Stretch Growth, Increased # s of students meeting proficiency) (by trimester- SIT team)
    - Acadiance (Every 6-8 weeks- title team, reported to SIT team)
    - Running Records & curriculum-based assessments (ongoing- Classroom teachers)
    - WA Kids (Number of kindergartners with school readiness pertaining to literacy) (annually- Kindergarten team)
    - End of year and Student Growth Goal Conversations/Reports (annually, Administrator)

Results will inform changes for instructional planning/implementation, and planning for tiered interventions to be executed by the school team.

Implementation Measures:

- Schedule Audit: Ensuring that classroom schedules have maximized instructional time and meet English Language Arts required instructional minutes

- Professional Learning Community Documents:
    - Curriculum Maps
    - PLC Team Notes & Shared Documents
    - Documentation on strategic student grouping & strategies for intervention

- Curriculum & Materials:
    - Increased use of Inter Materials Management Tool
    - Fidelity of Curriculum Inventory management
    - Completed Decodables Lending Library

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

By Spring 2027, 43% of students in Grades 3-6 will meet grade-level proficiency on the Math Smarter Balanced Assessment (SBA), up from 33% in Spring of 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)

By Spring 2027, 47% of students in Grades 3–6 will meet grade-level proficiency on Math i-Ready, up from 27% in Fall 2026.

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
- In working with the Math Genius Squad/Consultant, hone in daily practice and math routines and fundamental understanding of the key components of Math Expressions.
- 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: Ensure that all teachers are implementing a guaranteed and viable curriculum, aligning common assessments, and utilizing common data practices (i.e., keeping common data, measuring data against end-of-year report card standards, analyzing data for instructional next steps as a team)

Strategy 2: Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership. Additionally, increasing staff understanding and implementing the core components of the Math Expressions curriculum.

Strategy 3: 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?

- Professional Learning: i-Ready, Homeroom, Assessment (curriculum-based, SBA)
- Active & efficient Professional Learning Communities:
  - Grade-level schedules that align to content minute guidelines from Teaching & Learning
  - Aligned curriculum maps
  - Ongoing common assessments
  - Shared grade-level spreadsheets for common assessments & School Data Wall
  - Identified students who need additional support and plans for instruction
- Intervention:
  - Shared learning through Math Genius resources regarding Mastery Learning Loop (i.e., instructional planning of math unit to include periods of reteach/intervention)
- Curriculum & Materials:
  - Maintaining Curriculum Inventory & replacing missing math manipulatives
- Partner/Action Plan with Tech Instruction Coach (Anna Malik)

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)

Student Outcome Measures:

- Math Data:
    - SBA (Increased # of students meeting proficiency) (annually- whole team)
    - i-Ready (Students meeting 1-year growth & Stretch Growth, Increased # s of students meeting proficiency) (by trimester- SIT team)
    - Curriculum-based assessments (ongoing- Classroom teachers)
    - End of Year and Student Growth Goal Conversations/Reports (annually, Administrator)

Results will inform changes for instructional planning/implementation, and planning for tiered interventions to be executed by the school team.

Implementation Measures:

- Schedule Audit: Ensuring that classroom schedules have maximized instructional time and meet Math required instructional minutes
- Professional Learning Community Documents:
    - Curriculum Maps
    - PLC Team Notes & Shared Documents
    - Documentation on strategic student grouping & strategies for intervention
- Math Genius “Glows and Grows” Walk Through Tool
- Curriculum & Materials:
    - Increasing use of Inter Materials Management Tool
    - Fidelity of Curriculum Inventory management

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

By Spring 2027, maintain or increase the percentage of students reporting a positive sense of belonging as measured by the district Social Emotional Survey and school-developed K-2 Surveys from Fall 2024 baseline of 81% to between 81-90%.

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)

By Spring 2027, students will maintain or increase from 81%-90% sense of belonging as measured by the district Social Emotional Survey and school-developed K-2 Surveys, up from 75% in Fall of 2026.

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 promote an environment of equity
- Increase Attendance Awareness and promote positive attendance incentives (especially with Tier 2 Attenders)

Then:

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

Strategy 3: Increase the percent of students at/above the attendance threshold (90% attendance or better) from a baseline of 84%.

What will the strategy or strategies look like in action?

- Professional Learning: Maintain Calm Down Areas, Second Step Tier 1 Curriculum, Supporting Tier 3 SEL/Behavior needs
- School-Wide commitment to a guaranteed & viable curriculum
- Review SWIS & Discipline Training

<u>Tier 1:</u>

- SEL/Behavior Committee:
- Review Tier 1 Fidelity Inventory & implement growth practices.
- Sustain Pawesomes
- Finish Common Area lesson resources
- Maintain student 'Leap' Family Groups
- Second Step:
    - Staff survey
    - Classified training
    - Visuals
- Classified staff Playworks training
- 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
- Reinforce Calm Down Areas
- Parent SEL/Behavior feedback

Tier 2:

- Complete Tier 2 Fidelity Inventory
- Behavior Conferencing Tool and investigatory documents
- Student SEL Survey responses demonstrating increased student sense of belonging
- Lowered referral rates (SWIS)
- Decreased disproportionality in discipline referrals

Equity Work:

- Continued support for decreasing microaggressions
    - In-class lessons
    - Focus groups
    - Training for para-educators on microaggressions
- Implementation of Protocol for Responding to Racial Harm
- Collaborative Community Conversations Regarding Race & Equity
- Professional Learning: Culturally Responsive Teaching and the Brain
- Finalizing and implementing Equity Lens Toolkit. Decreased incidents/reports of microaggressions occurring in our community.
- Increased sense of reported belonging from students

Attendance Work:

- Attendance session at Open House
- Positive Incentive (Popcorn Friday) for whole school 90% better attendance days (Goal Setting # of days--partnership with PTO)
- Re-Orient Attendance Team with new Family Resource Advocate
- Incentive building for chronically tardy students

Team or person responsible

All Staff & Community

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)

- Social Emotional and Behavioral:
    - Data:
        - SEL Survey responses
        - Pawesome data
        - SWIS (Discipline)
        - Tier 2/Tier 3 Behavioral Team (# of Support Calls, progress on interventions)
        - Counseling caseload (LWE Staff and CHS Counselor)
        - Student and Family feedback
        - Student Participation:
            - Student Council
            - Peer Mediation
    - Social Emotional Artifacts:
        - SEL/Behavior Committee meeting minutes
        - Common Area lessons
        - Second Step Certificates & Implementation Assessment
        - Zones Assessment
        - Assembly agendas
        - Counselor lesson plans
- Equity Work:
    - School-wide microaggression documentation
    - Discipline data tied to microaggressions
    - Professional Learning feedback
- Attendance:
    - School-level attendance data
    - Earned incentives for positive attendance
    - Attendees at Family Engagement sessions

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)
Principal Advisory Student Feedback Groups	Student Partners (Provide feedback and suggestions for revision)

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year SIP Reflect/Revise_2026-27
- End of year SIP Reflect/Revise_2026-27