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** Lynndale Elementary

**Current School Year** 2026-2027

## Section 1. Our School

Top strengths and successes of Lynndale:

- Lynndale is a welcoming school community of nearly 400 students, supported by an experienced staff. Located on a beautiful campus by a well-used community park, Lynndale provides a strong sense of connection to both the school and surrounding community. Teacher leadership is evident throughout the campus, with leadership teams of 10–14 staff members who are committed to working together to support student success. Our Equity Team of eight staff members is focused on identifying and addressing opportunity gaps for our most marginalized students. Lynndale also benefits from a strong PTA that partners closely with staff to provide meaningful experiences and opportunities for students throughout the year. As an instructionally focused staff, teachers use student data to identify needs, respond to challenges, and collaboratively develop strategies to improve outcomes for students.

New opportunities/instructional programs/supports for students, families, and staff:

- Lynndale continues to expand opportunities and support for students, families, and staff. Students have access to a variety of after-school clubs, many led by Lynndale Elementary teachers and staff, as well as the Edmonds School District's only steel drum band. Additional staffing for reading intervention has increased our capacity to provide targeted academic support. Lynndale Elementary also offers a range of specialized programs to meet diverse student needs, including intensive social-emotional supports for students with significant behavioral needs, a preschool program supporting students with disabilities, and an Intensive Support program for students with cognitive disabilities. New opportunities during the school day include lunchtime programming in the library, PE, and music. Family engagement is also strengthened through Café con Chisme, a parent group that brings diverse mothers together regularly and provides opportunities for families to volunteer and connect with students and the school community.

| Group | # of Students | % of Students | Group | # of Students | % of Students |
|---|---|---|---|---|---|
| **Total Enrollment** | 381 | | **Two or More Races** | 25 | 6.6% |
| **American Indian/Alaskan Native** | 3 | 0.9% | **English Language Learners** | 91 | 24.1% |
| **Asian** | 37 | 9.7% | **Homeless/ McKinney- Vento** | 17 | 4.5% |
| **Black/African American** | 37 | 9.7% | **Free and Reduced Lunch** | 212 | 55.7% |
| **Hispanic/Latino** | 120 | 31.6% | **Section 504** | 16 | 4.2% |
| **White** | 154 | 40.3% | **Special Education** | 90 | 23.6% |

# 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

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

Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [ ] Running Records
- [x] 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 for our 3-year goal:

- We have seen growth for Students with Disabilities on the SBA, and continue to focus on ensuring that all students have access to engaging and excellent learning opportunities. Our work with the Equity Team has been data-driven and has incorporated conversations with families and students. Building-wide issues have been tackled collaboratively as a team, with the Equity Team critically examining ways to enhance the overall school experience for every child.
- The Culture and Climate Team is working to build greater clarity around the supports available across our campus and to develop projects that positively impact students and staff. This work includes creating an overall PBIS vision document that identifies supports for students and staff, providing Character Education lessons through teachers, the office, and the school counselor, and offering regular lessons and supports from the school counselor across the campus. In addition, various teams regularly review student attendance and behavior referral data to identify needs, monitor trends, and determine appropriate supports.

Specific needs for all students and specific groups:

- Intermediate math continues to be an area of concern, as student success on the SBA appears to decline as students progress into the upper elementary grades. Potential contributing factors include the increasing complexity of mathematical concepts and

complex academic language. For Multilingual Learners, we continue to focus on providing targeted supports that strengthen both language development and access to grade-level mathematics.
- Other potential factors include consistency of instructional practices and the extent to which students have mastered prerequisite skills. Reading scores have shown a slight decline. Identifying and implementing a consistent district-aligned curriculum has been challenging as reading resources and instructional expectations are evolving.

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

- Attendance has improved each year through coordinated efforts by staff, the attendance team, and the Equity Team. Daily calls, home visits, and Family Resource Advocate support help us address attendance barriers and connect families with resources.
- Two years after exiting School Improvement status, Lynndale remains above the identification threshold across all student groups. Over the past three years, Black/African American students, English Language Learners, and students with disabilities have shown growth. We continue working with students, families, and staff to identify and address barriers to success.
- Achievement has also improved in fifth-grade mathematics and sixth-grade ELA. A Spanish-speaking teacher has strengthened support for fifth-grade students and families, while sixth-grade teachers use project-based learning to deepen engagement and learning. We continue to examine how these approaches relate to student outcomes.

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

- Since the beginning of the SIP cycle, Lynndale's overall SBA performance has shown that 43% of students meet the standard in mathematics and 56% meet the standard in reading. These results highlight the need to strengthen the consistency of core instruction across classrooms. We will focus on collaborative data analysis, aligning daily instruction with grade-level standards, and using student data to identify learning gaps and adjust instruction. We will support this work through targeted professional learning, collaborative planning, instructional feedback, and ongoing monitoring of instructional practices and their impact on student achievement.

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?

- Lynndale has engaged students, staff, and families in the school improvement process through multiple opportunities for communication and feedback. The SIP was shared at a PTA meeting, and information about school improvement efforts was included in weekly communications. Family focus groups provided input on various aspects of

Lynndale, while student, staff, and family surveys offered additional feedback. The Leadership Team reviewed and analyzed data and survey results to help inform school improvement efforts.

# 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 2024-2025 to 2026-2027, 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 2026 to Spring 2027, students at Lynndale in grades 1-6 who are at or above benchmark in the vocabulary domain of reading will increase from 32% to 57% 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 to teach academic vocabulary/comprehension

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.**

- 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?**

1. Explicit Vocabulary Instruction
   - Teach high-utility academic and content-specific vocabulary explicitly using visuals, student-friendly definitions, and real-world examples, while providing multiple opportunities for students to apply new words in speaking, writing, and reading across contexts.

2. Increase Oral Language Opportunities
   - Plan structured routines and engaging practices where students regularly engage in meaningful dialogue, respond to peers, and build on one another's ideas using academic language.
   - Teachers explicitly model sentence frames and discourse norms to support language production for all learners.

- Students build on peers' ideas, ask clarifying questions, and express their thinking aloud using complete sentences and academic language.

3. Purposeful Planning for Comprehension

- Read-Alouds and Think-Alouds: Use interactive read-alouds of rich, appropriately challenging texts to build knowledge and vocabulary. Model comprehension through brief think-alouds, and provide opportunities for students to discuss and practice making meaning.
- Purposeful and Diverse Text Selection: Purposefully select and teach texts across genres, cultures, and complexity levels to support knowledge, vocabulary, and comprehension. Include supports that help all students engage with grade-level content.

**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)**

Data Sources:

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

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 2024-2025 to 2026-2027, 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 2026 to Spring 2027, students at Lynndale in grades 1-6 who are at or above benchmark in math will increase from 20% (67/331 students) to 53% (175/331 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, implement daily routines in math instruction that include building number sense, fluency, and use of math vocabulary, and support teachers with specific strategies to teach vocabulary

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.**

- 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.

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

- Professional Learning: i-Ready, Homeroom usage to identify groups of need, clarity on the types of formative assessments that could be utilized.
- Peer modeling of daily routines and quick practices; curricular training; use of digital resources to support daily routines and quick practices
- Active & Efficient Professional Learning Communities:
  - Grade Level Schedules which Align to Content Minute Guidelines from Teaching & Learning
  - Aligned Curriculum Maps
  - Ongoing Common Assessments
  - Identified students who need additional support and plans for instruction
- Partner/Action Plan with Tech Instructional Coach

**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)**

Data sources:

- i-Ready Diagnostic; progress in My Path (Personalized Instruction)
- SBA and IAB results (3-6)
- Unit assessments

How we will collect:

- Grade-level teams will review unit assessment data to identify learning gaps to address
- Teachers will use i-Ready data to monitor student growth and adjust instruction.
- The Instructional Leadership Team will review schoolwide assessment trends, including SBA/IAB results, to monitor progress toward the SIP goal and identify needed instructional adjustments.
- Teams will review subsequent assessment results to evaluate the effectiveness of instructional changes.

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 2024-2025 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)*

Students in grades 3-6 who report a sense of belonging in school will increase from 76% (174/229 students) in Fall 2026 to 85% (195/210 students) in Spring 2027 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,
  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.
- Conduct family focus groups to target specific areas to grow as a campus.

**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, Café 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 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)**

Data sources:

- 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
- District 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 |
| Jill Walzer | 2nd grade teacher, EEA rep |
| Gina Kusumoto | Kindergarten teacher |
| Jason Hanson | SPED ISES intermediate teacher |
| Michelle Skinner | 6th grade teacher |
| Heather Slettebak | 3rd grade teacher |
| Tillie Hust | ML teacher |

## 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