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 High School

Current School Year 2026-2027

Section 1. Our School

Lynnwood High School serves approximately 1,200-1,300 students each year and reflects the vibrant diversity of our community. Approximately 51% of our students qualify for free and reduced-price meals, and more than 50 languages are spoken by our 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 community where every student is valued, respected, and supported.

Lynnwood High School offers a broad range of academic, career, and extracurricular opportunities designed to meet the diverse interests, talents, and aspirations of our students. Our Advanced Placement program continues to provide rigorous college-level coursework, while our recent designation as a STEAM school has expanded opportunities through specialized diploma pathways in Environmental Science, Advanced Manufacturing, Computer Science, and Health Science. These programs prepare students with the knowledge, skills, and experiences needed to thrive in college, careers, and an ever-changing world.

Our staff is one of our greatest assets. Teachers at Lynnwood High School average more than 15 years of classroom experience, with over 12% earning National Board Certification and more than 87% holding a master's degree or higher. This collective expertise, combined with an ongoing commitment to professional learning and continuous improvement, ensures that students receive high-quality, engaging instruction grounded in best practices.

At the heart of Lynnwood High School is our commitment to fostering a school culture where every student experiences a strong sense of belonging and has opportunities to succeed. Guided by our core values of equity, engagement, and excellence, we intentionally build meaningful relationships, implement restorative practices, and support students academically, socially, and emotionally. These values form the foundation of our School Improvement Plan as we work collaboratively to increase student achievement, eliminate opportunity gaps, and prepare every student for success beyond high school.

Lynnwood High School Demographics: 2026-27
Total Student Enrollment: 1,344

1. Gender

Category	Percentage
Female	47.5%
Male	52.0%
Gender X	0.5%

2. Race / Ethnicity

Category	Percentage
Hispanic / Latino of any race(s)	32.1%
White	31.9%
Asian	19.8%
Black / African American	11.6%
Two or More Races	3.1%
Native Hawaiian / Pacific Islander	0.9%
American Indian / Alaska Native	0.5%

3. Program and Student Characteristics

Student Group	Percentage
Low Income	51.3%
English Language Learners	21.4%
Students with Disabilities	12.0%
Section 504	6.0%
Mobile	4.5%
Homeless	3.7%
Military Parent	0.9%
Highly Capable	0.4%
Foster Care	N < 10
Migrant	0.0%

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 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?

Lynnwood High School has made meaningful progress in student outcomes. The on-time graduation rate rose to 89%, and 98.4% of graduates earned dual credit through Advanced Placement, College in the High School, Running Start, or Career and Technical Education. Multilingual Learners (ML) demonstrated academic growth, with 33.8% making expected progress on the WIDA assessment. Student perception data improved across all measured areas, including belonging, teacher-student relationships, supportive learning, high expectations, and teaching and learning, suggesting that efforts to strengthen school culture and relationships are having a positive impact.

Academic results also improved. SBA English Language Arts proficiency increased from 47% to 75%, while mathematics proficiency rose from 36% to 46%. These gains reflect continued focus on strong instruction, collaboration, and targeted support.

The school's review also identified priorities for continued improvement. Science proficiency remains an area of focus, and disparities persist in graduation, attendance, course completion, and academic outcomes for Multilingual Learners, students receiving special education services, students experiencing poverty, and several racial and ethnic groups. Disaggregated data informed the School Improvement Plan, which prioritizes on-time graduation, ninth-grade success, stronger family partnerships, improved attendance, and equitable instruction to reduce opportunity gaps and improve outcomes for all students.

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

Lynnwood High School continues to make steady progress toward several important school goals. Our graduation rate has increased to 89%, representing continued annual growth and reflecting the collective efforts of staff to identify students in need of support, monitor credit attainment, and provide timely interventions. Graduation rates also improved modestly for several historically underserved student groups, indicating that targeted supports are beginning to have a positive impact.

We have also experienced meaningful gains in student perceptions of school climate and belonging. Student survey results increased in every measured category, including Sense of Belonging, Teacher-Student Relationships, Supportive Learning Environment, High Standards and Expectations, and Teaching and Learning. These improvements reflect our intentional focus on relationship-building through advisory, restorative practices, student leadership opportunities, culturally responsive instruction, and increased opportunities for student voice.

Our Multilingual Learners also demonstrated strong academic growth on the WIDA assessment. We believe these improvements are the result of intentional instructional practices, including sheltered instruction strategies, increased collaboration between multilingual and content-area teachers, and a continued emphasis on language development within core academic classes. Together, these accomplishments demonstrate that sustained collaboration, targeted interventions, and a focus on equitable student support are contributing to improved outcomes.

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?

Although Lynnwood High School continues to make progress, key outcomes remain below our goals. The graduation rate is 89%, short of the 95% goal for 2026–27, and disparities persist for Multilingual Learners, students experiencing poverty, students receiving special education services, and students across racial and ethnic groups.

These gaps emerge before senior year. Nearly one-third of ninth graders finish the year behind in credits, and credit attainment varies across student groups, contributing to later graduation gaps.

Attendance is also a concern. Just 70.6% of students attend at least 90% of the time, with lower rates among Multilingual Learners and students receiving special education services. Since attendance affects achievement, course completion, and graduation, improving it remains a priority.

Student survey results are improving, but some students still do not feel connected or valued at school. The School Improvement Plan prioritizes relationship-building, culturally responsive instruction, and academic and social-emotional supports to strengthen belonging, engagement, and student outcomes.

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 students, staff, families, and school leaders in an ongoing cycle of School Improvement Plan development, implementation, and review. The Building Leadership Team and Equity Team review schoolwide data, identify priorities, monitor progress, and recommend adjustments, keeping the work aligned with the school's values of equity, engagement, and excellence.

Student voice informs this work. The Principal's Student Advisory Team provides regular feedback on school climate, engagement, and learning. Ethnic Studies students examine data on graduation, assessment, attendance, discipline, and teacher demographics, then discuss disparities, explore root causes, and recommend ways to advance equitable outcomes.

The Attendance Team reviews attendance trends, identifies students who need support, and coordinates interventions. The Counseling Team monitors credit attainment, graduation progress, and postsecondary readiness, while connecting students with academic supports and credit recovery.

Families contribute through conferences, school events, regular communication, and feedback opportunities. Their perspectives help shape school decisions and strengthen home-school partnerships. Together, these structures keep the improvement plan responsive to data, reflection, and the voices of the Lynnwood 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 84% to 95% by the end of the 2026-27 school year and will also improve our opportunity gaps within our Multilingual Learners by increasing our ML on-track graduation rate from 69% to 80%.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Lynnwood High School will increase our on-time graduation rate from 84% to 95% by the end of the 2026-27 school year and will also improve our opportunity gaps within our Multilingual Learners by increasing our ML on-track graduation rate from 69% to 80%.

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% 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 Graduation Support Team to regularly review and monitor each senior's progress toward graduation. The team will develop individualized graduation plans, coordinate academic and social-emotional supports, and identify systemic barriers that contribute to inequitable graduation outcomes through ongoing analysis of student data.

Strategy 2
Implement targeted Learning Assistance Program (LAP) interventions to increase course success, improve attendance, and prevent students from falling behind in credits. Through collaboration with classroom teachers, interventionists will provide evidence-based academic

and attendance supports that are aligned to classroom instruction and responsive to individual student needs.

Strategy 3
Strengthen family partnerships to improve student attendance, engagement, and on-time graduation by increasing meaningful communication, collaboration, and opportunities for families to actively participate in their student's academic success. Particular attention will be given to removing barriers for multilingual families through culturally and linguistically responsive communication and support.

What will the strategy or strategies look like in action?

Strategies 1 and 2
The 12th-, 11th-, and 10th-grade Graduation Support Teams will meet regularly throughout the school year to review student attendance, credit accrual, grades, assessment data, and graduation status. Students identified as off track will receive individualized intervention plans that are developed collaboratively with counselors, administrators, teachers, students, and families. Teams will monitor progress throughout the year and adjust interventions based on student outcomes. Data will be reviewed multiple times each year to identify schoolwide trends, evaluate the effectiveness of interventions, and remove systemic barriers contributing to inequitable outcomes.

The Learning Assistance Program (LAP) will provide targeted academic and attendance interventions for students identified through the Graduation Support Teams and teacher referrals. LAP interventionists will partner with classroom teachers through co-teaching and push-in support in English, History, and Math to provide timely assistance, normalize additional academic support, and prevent students from falling behind. Interventionists will also provide targeted one-on-one and small-group support aligned to classroom learning goals while protecting core instructional time. Attendance interventions will focus on students with excessive absences who are failing English or Math and will include family meetings, individualized attendance goals, barrier reduction, and coordinated support with the Family Resource Advocate to improve attendance, course completion, credit attainment, and on-time graduation.

Targeted supports for Multilingual Learners will include individual academic advising, priority scheduling to ensure access to required graduation courses, designated core classes, co-teaching models, and intentional language development supports within core instruction. Similar coordinated supports will be provided for students receiving special education services and other identified student groups based on their individual needs.

Strategy 3
Lynnwood High School will strengthen partnerships with families through proactive, two-way communication focused on attendance, academic progress, graduation requirements, and available student supports. Counselors, administrators, and support staff will regularly

communicate with families of students who are identified as needing additional support through conferences, phone calls, emails, and multilingual communication when appropriate.

Families will be invited to participate in graduation planning meetings, financial aid and FAFSA events, college and career readiness activities, and informational workshops designed to increase understanding of graduation requirements and postsecondary opportunities. The school will continue to remove barriers to participation by providing culturally responsive communication and language supports for multilingual families.

Family feedback will be collected throughout the year and used as part of the school's continuous improvement process. Success will be measured through increased family participation, improved attendance, stronger credit attainment, increased student engagement, and higher on-time graduation rates.

Team or person responsible

Strategy 1: Administrator - Goodsky; Counselor - Hormuth; Teacher - Esko
Strategy 2: Administrator - Williams; Counselor - Kochta; On-Time Graduation Coordinator - Ohly

Progress Monitoring

Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Strategy 1
The 12th-grade Graduation Support Team will implement a structured meeting calendar and a consistent system for collecting and reviewing student data throughout the school year. The team will regularly monitor graduation status, credit attainment, grades, attendance, and completion of graduation requirements. Every senior and their family will receive timely communication regarding on-track status, and individualized graduation plans will be developed, monitored, and adjusted for students who are identified as off track. Evidence of implementation will include meeting agendas and notes, updated graduation plans, communication logs, and quarterly reviews of graduation progress. Success will be measured

by increased credit attainment, fewer off-track seniors, and improvements in the on-time graduation rate.

Strategy 2
The 10th- and 11th-grade Graduation Support Teams and Learning Assistance Program (LAP) staff will establish systems for monitoring student attendance, grades, credit accrual, and course completion throughout the school year. Teams will review data regularly to identify students needing additional support and monitor the effectiveness of academic and attendance interventions. Evidence of implementation will include meeting documentation, intervention plans, LAP service records, teacher referrals, co-teaching and push-in support schedules, attendance intervention plans, family meeting records, and progress monitoring data. Success will be measured by improved course completion, increased credit attainment, improved attendance, increased on-track graduation rates, and a reduction in the number of students falling behind.

Strategy 3
School staff will monitor family engagement through participation records, communication logs, graduation planning meetings, multilingual family outreach, and feedback opportunities. Attendance data, student engagement survey results, family participation data, and outreach records will be reviewed throughout the year to evaluate the effectiveness of family partnership efforts and adjust supports as needed. Success will be measured by increased family participation, improved two-way communication, stronger student engagement, increased sense of belonging, and improved progress toward graduation.

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

Lynnwood High School will increase the percentage of 9th-grade students who are on track to graduate from 67% to 90% by the end of the 2026-27 school year. We will also reduce opportunity gaps for Multilingual Learners by increasing the percentage of MLs who are on track to graduate from 69% to 80%.

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 the percentage of 9th-grade students who are on track to graduate from 67% to 90% by the end of the 2026-27 school year. We will also reduce opportunity gaps for Multilingual Learners by increasing the percentage of MLs who are on track to graduate from 69% to 80%.

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

If we...

- Continue our 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

Continue the 9th-grade Success Team, led by an administrator, counselor, and teacher, to regularly review and monitor course passage rates, attendance, grades, and early warning indicators. The team will develop individualized intervention plans for students who are off track while using ongoing data analysis to identify and remove systemic barriers that contribute to inequitable student outcomes.

What will the strategy or strategies look like in action?

The 9th-grade Success Team will meet regularly throughout the school year to review course passage rates, attendance, grades, behavior, and other early warning indicators. The team will identify students who are off track, develop individualized intervention plans, and collaborate with teachers, counselors, students, and families to provide timely academic and social-emotional supports. The team will monitor progress throughout the year and adjust interventions based on student outcomes. Data will also be reviewed to identify schoolwide trends and improve systems that support student success. Success will be demonstrated by an increased percentage of 9th-grade students who remain on track to graduate.

Multilingual Learner supports will include individualized academic advising, priority scheduling to ensure access to required core courses, designated Multilingual Learner core class sections, co-teaching models, and intentional language development within core instruction. Student progress will be monitored regularly to ensure Multilingual Learners successfully earn credits and remain on track for graduation.

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 Success Team will maintain a regular meeting schedule and a consistent system for collecting and reviewing student data throughout the school year. The team will monitor course passage rates, attendance, grades, and on-track-to-graduate data to identify students needing additional support. Evidence of implementation will include meeting agendas, updated on-track reports, individualized intervention plans, and communication with students and families. Success will be measured by increased course passage rates, improved attendance, and an increase in the percentage of 9th-grade students who remain on track to graduate, including Multilingual Learners.

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

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

Data Review to Identify Our Annual Target Goal

Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Students who feel connected to school will increase from 69% to 85% by the 2026-2027 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…

- Strengthen family partnerships through intentional communication, meaningful engagement opportunities, and culturally responsive collaboration with families,

Then students will experience increased support, improved attendance, stronger academic engagement, and greater progress toward on-time graduation because families will have stronger connections to Lynnwood High, timely information about student progress, and access to the resources and supports needed to partner in their student's success.

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:
Develop a consistent, schoolwide family communication system that ensures families receive timely, accessible, and meaningful information about student progress, attendance, graduation requirements, and available supports. The school will prioritize culturally and linguistically responsive communication practices to increase access and engagement for all families.

Strategy 2:
Increase opportunities for meaningful family partnership through conferences, student support meetings, family engagement events, and feedback opportunities that encourage two-way communication between families and the school. These opportunities will focus on building relationships, increasing understanding of graduation pathways, and supporting student attendance, academic success, and engagement.

What will the strategy or strategies look like in action?

Strategy 1
Lynnwood High School will establish consistent systems for communicating with families regarding student progress, attendance, graduation requirements, and available academic supports. Staff will use multiple communication methods, including email, phone calls, conferences, newsletters, and multilingual communication tools, to ensure families have access to timely information. Graduation teams, counselors, and support staff will prioritize proactive outreach to families of students who are identified as needing additional academic, attendance, or social-emotional support. The school will monitor communication practices to ensure families receive clear, consistent, and accessible information.

Strategy 2
Lynnwood High School will create additional opportunities for families to engage as partners in their student's education through graduation planning meetings, academic conferences, family information nights, college and career readiness events, and other school-community activities. Staff will focus on building relationships with families and creating opportunities for two-way dialogue where families can share feedback, ask questions, and contribute to decisions that support student success. Special attention will be given to removing barriers for multilingual families and families who have historically had lower participation rates.

Team or person responsible

Administrator - Williams, Family Resource Advocate - Betzold

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 school will monitor family engagement through participation records, communication logs, family feedback, and outreach documentation. The Counseling Team, Graduation Teams, and school administrators will review this data throughout the year to evaluate the effectiveness of family partnership efforts and adjust supports as needed. Success will be measured by increased family participation, improved two-way communication, and stronger student attendance, engagement, and progress toward graduation.

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.