



Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) Three-Year Plan

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 also outlines what staff will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2022-23
Our School Name	Lynndale Elementary School

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.

Lynndale Elementary is a K-6 school serving nearly 400 students and their families. We are very proud of our strong, diverse community and are always seeking to build relationships between students, families, and staff. We are focused on helping students grow in their social-emotional wellness and regulation skills through our positive behavior intervention system, called The Lynndale Way, and by implementing direct social-emotional learning opportunities in the classroom. We have built a whole-school culture around positive recognition for demonstrating

The Lynndale Way, for academic growth, and for achieving goals. When students are struggling with positive behaviors, we emphasize skill-building and restorative practices. We are passionate about creating an inclusive and supportive environment so that everyone in our school has a sense of belonging and has what they need to be successful.

We are also very proud of our strong academics and our committed, veteran staff. Not only does our teaching staff demonstrate excellence in the classroom, but they are an instrumental part of our school's growth through their participation in the Building Leadership Council, Equity Team, grade-level collaborations (PLCs), and numerous professional learning opportunities. Our support staff also participates in these school-wide leadership opportunities, which leads to a stronger, more supportive school culture. This translates to high-quality learning and school experiences for all of our students every day.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	399	NA	Two or More Races	34	8.5%
American Indian/Alaskan Native	7	1.8%	English Language Learners	93	23.3%
Asian	32	8.0%	Homeless/McKinney-Vento	11	2.8%
Black/African American	38	9.5%	Low Income	184	46.1%
Hispanic/Latino	119	29.8%	Section 504	2	0.5%

Native Hawaiian/Other Pacific Islander	3	0.8%	Students with Disabilities	62	15.5%
White	166	41.6%	Student Mobility	25	6.3%

*The data in this table is from the 21-22 school year.

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 Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
Equity (such as student demographics)	<input checked="" type="checkbox"/> All state assessment and district data for students overall and disaggregated by race, ethnicity, ML/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities. <input checked="" type="checkbox"/> District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups <input checked="" type="checkbox"/> Staff diversity <input checked="" type="checkbox"/> Staff professional development topics, and staff who attended <input type="checkbox"/> Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results	

Engagement (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Student attendance (percent regular attenders), Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?) Panorama student survey data Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other - 2022 Family Survey; SWIS data</i>
Instructional Excellence (and student learning)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener) OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21) OSPI high school graduation rates, drop-out rates Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum. Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i>

Reflection questions

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

In examining our data over the past several years, we saw several trends that informed our planning for the SIP. Not only have there been gaps between different groups over time, but we can also see the challenges to student academic and social-emotional learning created by the pandemic.

In 21-22, 52.9% of our 3rd graders, 38.2% of our 4th graders, 51.1% of our 5th graders, and 49.1% of our 6th graders met standard on the ELA SBA. On the Math SBA, 56.9% of our 3rd graders, 32.7% of our 4th graders, 28.9% of our 5th graders, and 29.8% of our 5th graders met standard. Across the board, these outcomes are at least 5-8 percentage points lower than before the pandemic. It's measuring different students, of course, but even considering that, it's a significant drop.

When we take a look at the disaggregated data, we can see that Lynndale has become increasingly diverse over time and at this point closely mirrors the various trends we see nationally. On the Math SBA, we see significant gaps between our white and Asian students and their Hispanic/Latino and Black/African American peers, with Asian students outperforming all

groups. On the ELA SBA, these gaps are not as great between groups, though our Hispanic/Latino students perform less well than their peers from other groups.

The national gaps are also represented here between our students who are not Multilingual Learners (ML) and those who are, with a 38 percentage-point difference in the number of students meeting standard on the ELA SBA. There was less of a gap between these groups in Math, though it was still 21 percentage points.

On a related, but more positive note: one academic strength that we saw through our work last year was that 62% of our ML students met typical growth in the Reading i-Ready from fall to spring, in comparison to 57% of our non-ML students. This shows that while this group is not yet demonstrating their reading knowledge at their grade-level standard, they are acquiring skills at a higher pace than their peers.

One overall strength in our data is that families and students still report positive feelings about and connections to our school now that we are back in person after a year online. On our family survey, 91% of those surveyed said that their student enjoys coming to our school, and 90% reported that they felt that our school encourages families to be part of the community.

On our student survey, 81% of 3rd-5th graders reported feeling that the adults in the school give them a high level of support. 68% of our 3rd-5th graders reported feeling a sense of belonging to the school, with 52% of 6th graders feeling the same. Clearly, there is still work to be done, but given the challenges of the last year, these are positive results.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support, and monitor our SIP?

Like our SIP last year, the initial parts of the SIP process have occurred through the collaboration of various staff groups, including the Building Leadership Council, the Equity Team (which includes some family members), and the whole staff. The SIP has also been a part of the principal's report at several PTA meetings, with feedback sought on both the process and the document.

As the school year continues, we will engage families, staff, and students in ongoing conversations and formal surveys and other assessments to determine how successful we are in implementing the plan and the impact it is having on student and family outcomes.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

Because our school's data looks very much like the national data, we are most certainly dealing with many of the same institutional forces that prevent our black, indigenous, students of color and those who are Multilingual Learners from accessing the same learning opportunities as their peers. We are still very much living with the challenges of the pandemic, which caused not only huge social-emotional impacts on our students, but also exacerbated gaps in learning.

Another persistent challenge for our teachers is the need for a coherent plan for addressing the post-pandemic learning needs, along with strong curriculum materials and related assessments,

as well as ongoing professional learning and collaboration. Last year, the impacts of COVID created the need for a “pause” in new professional learning, which only prolonged the issue.

What goals will our school focus on this school year and why?

In order to address the clear differences in academic experiences for our students, we will be continuing to focus on building our teachers’ data literacy and collaborative planning skills so that they can hone in on the specific needs of the students in their classes. They will engage in cycles of inquiry around student reading, math, and social-emotional data so that they can plan the next steps for the whole class, small groups, and individuals. In reading and math, our goals are to see our students who are not meeting standard at the beginning of the year meet or exceed their “typical” growth goal for the year, as measured by i-Ready. This will help in closing the gaps between students and groups.

Social-emotional learning and a focus on safety are always important for our growing learners, but only more so in the pandemic. We will be looking closely at our social-emotional data gathered throughout the year with the goal that all students feel a sense of connection to the adults and other students at school. We will be also monitoring their reporting of different positive and negative feelings on Panorama throughout the year, as well as other data, like attendance and health room visits, to see which individual students may be experiencing social-emotional challenges so we can provide support.

Section 3. School Improvement Plan (SIP)

This section describes what our staff 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 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1:

All students in 1st through 6th grades at Lynndale who are one or more years below on the Fall 2022 i-Ready reading assessment will exceed their “typical growth” goal each year for three years on i-Ready.

“Typical growth” is defined by the i-Ready program as “the average annual growth of students at each grade and placement level.”

Theory of action

If we focus as a staff on increasing our data literacy and implementing high-leverage teaching strategies, then students will receive more differentiated literacy instruction in order to be able to read at grade-level standard.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams (PLCs) to analyze data and inform instruction.	Principal and Teachers
Strategy 2: As a staff, study best practices in running small intervention and enrichment groups K-6 to implement in response to the data analysis.	Principal and Teachers
Strategy 3: Students engage in two lessons (totaling 40 minutes) of i-Ready reading practice each week.	Teachers and Support Staff

How will we know that the strategy is working?		
Strategy 1: Observation of implementation of small-group intervention and enrichment in grades K-6, fluidity of small-group instruction as informed by student data		
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Teachers meet in grade-level PLCs once a month to review data and determine next steps for instruction.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Staff Meeting Minutes</p> <p>Student grouping information</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Teachers meet in grade-level PLCs once a month to review data and determine next steps for instruction.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Staff meeting minutes</p>

	At least five cycles of WIN (What I Need) groups meeting 4 times a week, with students moving between groups every six weeks	Student grouping information
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How will we know that the strategy is working?		
Strategy 2: Evidence of growth in student data		
<i>What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?</i>		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Teachers collaboratively define small groups for instruction based on data and monitor progress for any changes needed to these groupings.</p> <p>At least two cycles of WIN (What I Need) groups meeting 4 times a week, with students moving between groups every six weeks</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>TC Running Record data, i-Ready reading data, other classroom-based assessment data</p> <p>Intervention/enrichment groups placement for students; subsequent movement from groups due to skills acquired</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Teachers collaboratively define small groups for instruction based on data and monitor progress for any changes needed to these groupings.</p> <p>At least two cycles of WIN (What I Need) groups meeting 4 times a week, with students moving between groups every six weeks.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>TC Running Record data, i-Ready reading data, other classroom-based assessment data, SBA data</p> <p>Intervention/enrichment groups placement for students; subsequent movement from groups due to skills acquired</p>

How will we know that the strategy is working?		
Strategy 3: Evidence of students engaging in lessons at least 40 minutes a week and increasing growth data		
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Students engaging in at least two lessons a week, totaling at least 40 minutes</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready usage and growth data</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Students engaging in at least two lessons a week, totaling at least 40 minutes</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready usage and growth data</p>

<p>SIP Goal 2: All students in 1st- 6th grades at Lynndale who are one or more years below on the Fall 2022 i-Ready Math assessment will exceed their “typical growth” goal each year for three years on i-Ready.</p>
<p>Theory of action If we focus as a staff on increasing our data literacy and implementing high-leverage teaching strategies, then students will receive more differentiated mathematics instruction in order to be able to achieve at grade-level standard.</p>
<p>How will we get the work done?</p>

Strategies we will complete this year	Person or team responsible
Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams (PLCs) to analyze data and inform instruction.	Principal and Teachers
Strategy 2: As a staff, study best practices in running small intervention and enrichment groups K-6 to implement in response to the data analysis.	Principal and Teachers
Strategy 3: Students engage in two lessons (totaling 40 minutes) of i-Ready reading practice each week.	Teachers and Support Staff

How will we know that the strategy is working?		
Strategy 1: Observation of implementation of small-group instruction in grades K-6, fluidity of small-group instruction as informed by student data		
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Teachers meet in grade-level PLCs once a month to review data and determine next steps for instruction.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Staff meeting minutes</p> <p>Student grouping info</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Teachers meet in grade-level PLCs once a month to review data and determine next steps for instruction.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Staff meeting minutes</p> <p>Student grouping info</p>

How will we know that the strategy is working?		
Strategy 2: Evidence of growth in student data		
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Teachers collaboratively define small groups for instruction based on data and monitor progress for any changes needed to these groupings.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready math data, curriculum-based assessment data</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Teachers collaboratively define small groups for instruction based on data and monitor progress for any changes needed to these groupings.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready math data, curriculum-based assessment data, SBA data</p>

How will we know that the strategy is working?
Strategy 3: Evidence of students engaging in lessons at least 40 minutes a week and increasing growth data
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Students engaging in at least two lessons a week, totaling at least 40 minutes</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready usage and growth data</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Students engaging in at least two lessons a week, totaling at least 40 minutes</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready usage and growth data</p>

SIP Goal 3:

All students in 3rd through 6th grades will report a sense of belonging to Lynndale Elementary, using Panorama data and other qualitative data such as school surveys, at the end of each year for three years.

Theory of action

If we intentionally focus on creating a welcoming, inclusive environment that prioritizes students' sense of belonging, then all students will have positive academic school experiences.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Increase data literacy of students' self-reported sense of belonging data as a staff	Principal, Teachers, Counselors, and Support Staff
Strategy 2: Implement positive behavioral supports and social-emotional learning strategies K-6	Principal, Teachers, Counselors, and Support Staff

How will we know that the strategy is working?

Strategy 1: Observation of implementation of positive behavioral supports and social-emotional learning in grades K-6

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Regular Tier 1 social-emotional support instruction by teachers and counselors</p> <p>Staff meeting once a month in small groups to review data related to students' sense of belonging.</p> <p>BLC and Equity team review data and make recommendations.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Staff meeting minutes</p> <p>Classroom lessons given by counselors</p> <p>Implementation of Second Step and other Tier 1 social-emotional learning</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Regular Tier 1 social-emotional support instruction by teachers and counselors</p> <p>Staff meeting once a month in small groups to review data related to students' sense of belonging.</p> <p>BLC and Equity team review data and make recommendations.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Staff meeting minutes</p> <p>Classroom lessons given by counselors</p> <p>Implementation of Second Step and other Tier 1 social-emotional learning</p>

How will we know that the strategy is working?

Strategy 2: Fewer office referrals and fewer absences, resulting in a decrease in instructional minutes lost due to behavioral and social-emotional issues

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	<p><i>What does this look like in action?</i></p> <p>Staff implementing social-emotional learning and positive behavioral supports K-6 at the classroom and whole-school level.</p> <p>First two quarterly Super Lion awards given.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama data, SWIS data, Skyward attendance and discipline data, health room visit data, staff observation of student mood and health, Legendary Lion and Super Lion awards given</p>
End-of-year Reflect and Revise plan	<p><i>What does this look like in action?</i></p> <p>Staff implementing social-emotional learning and positive behavioral supports K-6 at the classroom and whole-school level.</p> <p>All quarterly Super Lion awards given.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama data, SWIS data, Skyward attendance and discipline data, health room visit data, staff observation of student mood and health, Legendary Lion and Super Lion awards given</p>

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Members of our Building Leadership Council, including certificated and classified staff	Plan, write, implement, and review
Staff and family members on the Equity Team	Plan and review

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)