



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Lynndale Elementary

Year: 2020-21

Section I: Vision, and Demographics:

School Vision:

At Lynndale we share a vision of a collaborative learning community based on dedication to improving instruction meeting all students' academic and social emotional needs. Through high behavioral and academic expectations, students will be prepared for their continued education and be contributing members of their community.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	459	NA	Two or More Races	47	10.24%
American Indian/Alaskan Native	5	1.09%	English Language Learners	80	17.43%
Asian	39	8.5%	Homeless/McKinney-Vento	15	3.27%
Black/African American	34	7.41%	Low Income	203	44.23%
Hispanic/Latino	123	26.8%	Section 504	5	1.09%



Native Hawaiian/Other Pacific Islander	3	0.65%	Students with Disabilities	75	16.34%
White	208	45.32%	Student Mobility	18	3.92%

Student, Family and Community Involvement in Plan:

At Lynndale we continue to engage our families in the development of the School Improvement Plan (SIP) through several of our committees. The SIP is discussed in our Equity committee, PTA Meeting, and in our Building Leadership Committee. All of these committees. We also gather feedback through our school surveys and use the data gathered to inform our decisions around the SIP. Through the committee work we collect and gather ideas to incorporate into the school improvement plan.

Section II: Reflection & Evaluation of Prior Year’s Progress

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

<p>Compared to 44% of all students meeting standard in math on SBA in spring 2017, we will decrease the percentage of students below standard by 10% on the Spring SBA 2018.</p>	<p>Narrative Reflection: We stated in our goal that we would decrease the percentage of students below standard in math by 10%. Our goal was to have 53% of our students at standard in math. In the 2018-19 school year we had 54% of our students at standard exceeding our goal.</p> <p>We continued our work from the previous year focusing on engaging our students in math and increasing opportunities for students to take the IBA’s. We also added a layer of inquiry around vocabulary and places a focus on explicitly identifying and teaching tier two vocabulary in math.</p> <p>As a staff we were excited to see how our work would impact student scores in Math. Unfortunately, with the school closure in March and the cancelation of the SBA we were not able to see how big of an impact our efforts had on our overall scores.</p>
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How has the progress described above informed your school's improvement planning for this school year?

In the 2018-19 school year we met our goal, but still were concerned with the percentage of students passing the math portion of the SBA. The Lynndale staff would love to see 80% or more of our students passing the SBA and are committed to continuing the work. We have seen steady growth over the last couple of years and have taken a closer look at the identifying the root cause of our low math scores. Based on the data that we have collected and analyzed we feel confident we are on the right track to achieving our goal, but need to focus on our EL population. In the 2019-2020 school year we had our 5th and 6th grade classrooms pilot the i-Ready math program. We were excited to see how this math program could provide us with consistent assessments and data for our students along with a prescribed learning path for individual students accelerated learning.

We saw positive impacts of the i-Ready program for our students. Unfortunately, the school closure meant that we were unable to see the impact the program had on students' scores on the SBA Test. On the positive side with the i-Ready Math being an online platform, students were able to continue their learning paths and saw 94% of students showed growth in the 5th and 6th grade.

As we continue to focus on improving the rate of success in our math scores Lynndale will continue to focus on building students' academic vocabulary in math as well as use the i-Ready program school wide as a tool to identify learning gaps and place students on individualized learning paths to accelerate their progress.

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

1. On the Every Student Succeeds Assessment (ESSA) Lynndale's English Language Learners (EL) progress decile is high. Final school score for Asian population is also high. School Quality or Student Success (SQSS) combined for African Americans is a 9. This indicates that these students groups are engaged in their learning and displaying postsecondary readiness skills.





2. English Language Arts (ELA) greater than 55% of all students passed the Smarter Balance Assessment (SBA) ELA. Lynndale scored better than or equal to the state average in ELA on the 3rd and 4th grade assessment.

Areas of Needed Growth

1. Students at Lynndale are achieving at a similar proficiency rate as the district and the state. Our students identified as EL and SPED are lagging behind. In addition our Latinx and students experiencing poverty are not as successful on the SBA. Our classroom walk through data indicates that students are not as engaged in lessons and activities.

2. We also noticed through our meeting, that are part of our evaluation process and staff meetings, that intermediate teachers were having difficulties keeping up with the math pacing guides due to students struggling with understanding difficult math concepts. By slowing down to attain mastery for most students some units at the end of the year were not being discussed. Through observations we also noticed students not engaging in vocabulary review, discussion, and higher level thinking questions.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

1. Our analysis indicates needed improvement in the ways that we support English learners in the general education classroom. Through our data analysis we identified the need to have greater emphasis on teaching Tier II vocabulary in all lessons. As an example when the staff went through a data protocol one of the themes that continued to surface was issues around students' comprehension or understanding of content based on a perceived lack of background knowledge. If students do not have the vocabulary or background schema to understand the lesson they will have greater difficulty understanding the concepts.

We also are working at better aligning our EL supports and classroom practices to better serve our students in our English learner population. We also identified a lack of consistency in our master schedule and support services schedule. Through our continued research of our data a theme that emerged was the need to align these two schedules to maximize student learning and align ourselves with researched best practices. One example is the state standards for kindergarten state that students should have their specialist (PE, Library, or music) in the afternoon to provide optimal learning opportunities in the morning and break up the long end of the day. This year created a completely new schedule to align better services in Sped/Title/and EL so that students are receiving a true double dose of learning in all settings.



C. Additional Data Required

State Participation Rate: 95% participation

<input type="checkbox"/> Area of Strength (95% or more participation)	<input checked="" type="checkbox"/> Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:	
This continues to be an area of focus for Lynndale's special education population. We will continue our work on emotional regulation and social emotional strategies to decrease test anxiety and increase coping strategies.	

D. Third Grade OSPI Literacy Expectation

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19? 58%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below:	
Reading: 44% At/Near 30% Above Listening: 59% At/Near 27% Above	Writing: 52% At/Near 29% Above Research/Inquiry: 52% At/Near 28% Above

Section IV: Theory of Action

Theory of Action:

If we, the Lynndale Community, both staff and families, continue to refine our conceptual understanding of the K-6 math standards within a growth mindset culture, students engage in rigorous meaningful mathematical experiences, and families understand how to support their children, then this will lead to improved mathematical achievement for all.



If we the Lynndale community intentionally teach Tier II Vocabulary to all students then student outcomes will increase in ELA, Math and Science for all and specifically our students receiving EL and/or special education services. We also understand that we have an added layer of complexity with the remote learning model that we engaged in the last several months last year and for the foreseeable future. We will continue to provide this layer of support for all students with a heightened focus on engagement and social emotional learning.

Rationale:

As the Lynndale team has disaggregated our data we continued to see an opportunity gap in our EL population's data sets. As we have begun the process of diving deeper into the root causes we have noticed two things: 1 Students do not have the schema to access the lesson, 2 it appears the students have not been exposed to the content vocabulary. Therefore often these students have not been able to access the content due to not fully understanding the lesson.

There is a lot of research supporting the explicit teaching of Tier II vocabulary and the positive educational benefits it will have on all students. Tier II words appear frequently across various disciplines. They are the high-utility words that empower students to have command of academic language. The book, *Teaching the Vocabulary of the Common Core*, by Marillie Sprenger explains the importance of vocabulary in academic setting and how students come in at all different levels. The book goes on to explain how poverty and other factors affect students background Knowledge and schema. Not only does background knowledge grow in the brains of our students through their experiences, but the vocabulary words that are stored as a result of such experiences provide avenues to comprehend the curriculum from the text, as well as lecture and discussion.

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

- A. Whole School Achievement Goal(s)** — Compared to 54% (138 out of 255) of all students meeting standard in math on SBA in spring 2019, we will decrease the percentage of students below standard by 10% on the Spring SBA 2021.
 - B. Opportunity Gap Goal(s):** Compared to 26% (9 out of 34) of EL students meeting standard in math on SBA in spring 2019, we will close the achievement gap by 10% on the Spring SBA 2021.
 - C. Connections to Blueprint 2025 Metrics – These include – on time grad rate, increased dual credits earned, increased achievement in ELA, Math, & Science, increased regular attendance, increased kindergarten readiness.**
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D. This year we are tracking students' social and emotional (SEL) needs through the Panorama Survey. Our initial results indicate that we need to have a continued focus on our students SEL needs. Over the last 5 years we have committed as a staff to the Second Step curriculum and fully implementing the Morning Meeting process. We have continued this work adding in the layers of the Growth Mindset work along with the updated Second Step curriculum. We are tracking our students through the Panorama Survey.

Section VI: Action Plan

Plan for 2020-21

Key Improvement Action	Description	Timeline
Increase instructional staff capacity to support our English learners	Our professional learning plan will continue to focus on developing our collective understanding of the stages of second language acquisition and the related best practices for supporting students in each stage.	Ongoing through 2020-21 school year
<p>Increase instructional staff capacity for our general education teacher to support our students in our English Language Learner and Special Education programs.</p> <p>After the training general education staff will collaborate to create learning targets that include language acquisition.</p>	<p>Our professional learning plan will also focus on our collective understanding of differentiation for Focus Students (EI Population) through:</p> <ul style="list-style-type: none"> • Identify focus students EI Students – System and structure • Instructional Practices (small group) • Interventions (learning) Tier 2 – Plan if they are needing more support. Readily available in the classroom. • Specific to this leaning 	Ongoing through 2020-21 school year

<p>Through district'led training increasing knowledge around best practices in planning, science, and equity.</p> <p>General education teacher try one or two best practices within two weeks of receiving the training and principal will provide feedback through a learning walk data gathering tool.</p>	<p>District Learning</p> <ul style="list-style-type: none"> ○ Curriculum Mapping Tools ○ Science Training <p>Culturally Responsive Teaching/Equity</p>	<p>Ongoing through 2020-21 school year</p>
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Plan for Years 2 & 3:

2021-2022:

- Continued focus on increasing capacity to support our English learners by all staff. Our professional learning plan will continue to focus on increasing our understanding and skills in using instructional strategies that support our English learners’ engagement with grade-level content. As our English Language Learner population continues to increase we will have continued focus on increasing capacity to support our English learners.

2022-2023:

- Continued focus on increasing capacity to support our English learners by all staff. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our English learners’ engagement with grade-level content. We are also looking at shifting our focus to English Language Arts (ELA) to continue to address the gap in understanding of academic language and the affect it is having in both ELA and Math.

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation

Third Grade OSPI Literacy Expectation

**(The following information is required if less than 60% of
Third Grade Students met or exceeded standards on SBA ELA)**

<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Progress Monitoring Schedule</i>
<p>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</p>	<ul style="list-style-type: none"> ✓ Utilize Instructional Coaching ✓ Additional Learning Time within the School Day ✓ Before and After School Programs – Typically offer this but due to distance learning. ✓ ✓ Family Involvement at School (and outside of school) ✓ Targeted Professional Learning ✓ Professional Learning Communities ✓ Tutoring ✓ Other: 	<p>Weekly/Monthly</p>
<p>Specifically identify and describe your building’s grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</p>	<p>Title Intervention groups – progress monitored Targeted Kindergarten Support w/ Para Educators Small group interventions – phonics and fluency work Moby Max and Use of Leveled Libraries Problem Solving Team Informal Conversations</p> <p>Transition Plan Spring conversation – class placement</p>	<p>Weekly/Monthly</p>

	<p>Learning Support/Title/ELL Job alike meeting to discuss modifications and create summer reading programs.</p> <p>Library support of Summer reading</p> <p>MTI end of year roll up meeting - discussing plans for students and interventions as students move into the next grade</p>	
<p>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</p>	<p>Fall and Spring Conferences</p> <p>Weekly and monthly classroom news letters</p> <p>Classroom Canvas</p> <p>Classroom See Saw</p> <p>All School "Roar" weekly news letter</p> <p>Principal Coffee Chats</p> <p>Phone and Email conversations</p> <p>SBA 3rd grade spring conversations</p> <p>Evening Data events</p> <p>FEL connecting with families and linking them with resources.</p> <p>Math Night(s)</p> <p>PTA – Reading Night/ Book Swap</p> <p>Survey feedback from Fall Curriculum Night</p> <p>Road Map School (includes culturally responsive survey practices)</p>	<p>Weekly/Monthly /Semester</p>

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten



Goal: Between September and May kindergarten students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.A

We will measure this formatively by: Observational formative data during classwork and small group math. iReady Math, Unit Assessments, Seesaw activities. We will measure this Summatively by: Pre/Post WaKids Quantifying tasks, Expressions End of Year Test, Unit Assessments for units 3,4, and 5.

Action steps we will take to meet our goal: We will look at student work together as a team to determine appropriate interventions to support students to meet standard. We will place students into math groups via zoom and assign iReady lessons to meet students where they are and extend learning.

Technology- We will use Starfall, iReady, 3 Act Tasks and Seesaw to have students practice and give us ideas for small group and lesson ideas.

Grade Level/Department/Team: 1st Grade Team

Goal: Between October 2020 and the EOY conversation in 2021, the 1st grade team will work continuously and collaboratively in first grade mathematics to make adequate progress toward grade level expectation in the Numbers and Operations section on the iReady Math Diagnostic test by 20%.

We will measure this formatively by: Fact practice and quizzes, Expressions Unit assignments, Seesaw assignments, observational data.

We will measure this summatively by: iReady assessments and data for Numbers and Operations, Expressions unit tests, Target Number pre/post tests.

Action steps we will take to meet our goal:

We will collaborate and reflect during team meetings to review iReady data and discuss instructional modifications. We will share effective Seesaw activities and instructional practices. We will communicate and include students and parents in goal setting.





Grade Level/Department/Team: 2nd Grade

Goal: According to the Fall i-Ready Math Diagnostic Assessment, 15% students scored at or above grade level in second grade. We will increase the number of students at grade level by 20% between September and May.

We will measure this formatively by: Expression quizzes, Seesaw activities, Freckle, i-Ready lessons/quizzes, synchronous lessons and student reflections.

We will measure this summatively by: Expression Unit tests, i-Ready diagnostic assessments, 2nd Grade Spring District Assessment.

Action steps we will take to meet our goal: students will practice i-Ready My Path lessons twice a week for 20 minutes, Freckle practice, focusing Seesaw activities to match the needs based on the formative and summative assessments and synchronous whole group/small group instruction.

Technology — this is how we will use technology to support meeting our goal: Seesaw, Zoom, i-Ready, and Freckle.

Grade Level/Department/Team: 3rd grade

Goal: 70 percent of third grade EL students will make progress between November 2020 and May 2021 in Operations and Algebraic Thinking as shown by the following measurements.

We will measure this formatively by: math unit quick quizzes, weekly entry and exit poll tickets, anecdotal observation, progress in iReady personalized instruction

We will measure this summatively by: math unit tests, iReady Diagnostic assessments

Action steps we will take to meet our goal:

Targeted math vocabulary instruction in small groups, intentional pairings for independent practice, establish structures for peer support, supplement as much as possible in home language, communicate and support families with home practice, assign Khan Academy videos with subtitles in home language





Technology — this is how we will use technology to support meeting our goal: iReady Online program, intentional breakout rooms, Google Translate, Khan Academy instructional videos

Grade Level/Department/Team: Grade 4

Goal: Between September and May fourth grade students will increase their ability to use the four operations with whole numbers to solve problems. (4.OA.A)

We will measure this formatively by: Observational formative data during classwork and small group math, performance tasks, quick quizzes/exit slips, iReady math, and Canvas/Google surveys.

We will measure this Summatively by:

Pre/Post Unit Skill Checks, Math Expressions unit assessments for Units 1, 2, 3, 4, the Operations & Algebraic Thinking IAB, iReady math diagnostic test growth report, and the Numbers and Operations Base 10 IAB.

Action steps we will take to meet our goal: We will work together as a team to include a cycle of inquiry. We will determine appropriate interventions like the IAB to support students to meet standard and to extend learning.

Technology- We will utilize the following technology resources to meet our goal: ThinkCentral, sharing ideas with each other, Canvas Quizzes, Google Forms, iReady, video lessons, and gathering ideas for small groups.

Grade Level/Department/Team: 5th Grade

Goal: In order for students to show measurable growth in CCSS.MATH.CONTENT.5.NBT.B.5 (Fluently multiply multi-digit whole numbers using the standard algorithm). To improve fluency, 5th grade team will meet every week to collaborate on instructional practices, align instruction, lessons and assessments with common core state standards, and analyze student data.

We will measure this formatively by: iReady instructional results, student specific synchronous and asynchronous daily learning activities, exit tickets, and observational data.

We will measure this summatively by: Math Expressions online pre/post test. iReady diagnostic test.





Action steps we will take to meet our goal: Study data from iReady, exit tickets, pre and post test data, individualized independent instruction, small group guided lessons. Assign grade level specific material at a maximum of 90 min.

Technology — this is how we will use technology to support meeting our goal: iReady online for diagnostic and instruction. Zoom meetings in whole group, small group or individualized instruction. Instructional videos online (flipped classroom, Khan academy, youtube, teachertube, etc.)

Grade Level/Department/Team: Sixth Grade

Goal: Between September and June 20th, 6th grade students will apply and extend previous understanding of arithmetic to algebraic expressions 6.EE.A.

We will measure this formatively by: Observational formative data during class work and small group math. Data from math warm ups, quick quizzes and exit tickets.

We will measure this Summatively by: Pre/Post Assessments, Math Expressions unit assessments for unit 5 Expressions and Equations. IReady diagnostics, unit exams.

Action steps we will take to meet our goal: We will look at students' work together as a team to determine appropriate interventions to support students to meet standard and extend learning, with a focus on Tier II and Tier III vocabulary.

Technology- We will use technology to meet our goal using: Think Central, Xtramath.org (Fluency), iReady Math, Khan Academy, Math Games.

