

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Lynnwood Elementary School

Year: 2018-19

Theory of Action - Lynnwood Elementary

Problem of Practice: (which students and “why them?”)

- **Students** are unable to regulate social emotional/behavioral needs because they lack key strategies and knowledge that would be given through explicit instruction, which directly impacting their learning.
- **Educators** are unable to regulate social emotional/behavioral needs because they lack key strategies, curriculum and knowledge to support the students impacting their ability to effectively deliver instruction.
- **Leaders** are unable to regulate social emotional/behavioral needs because they are not spending the time to educate the staff on key strategies, curriculum and knowledge to support the students, creating inconsistencies across classrooms.

If School Leaders	If Educators	Then Students
<p>Develop a professional development plan, through the collaboration of the building leadership team, for all stakeholders to build the capacity of effectively engage students identified with social emotional/behavior (SEB) needs.</p> <p>Implement school-wide procedures for providing social emotional/behavior support and communicate with all stakeholders, including students’ families.</p> <p>Implement culturally relevant Data Inquiry Process embedded into SIP specific to social/emotional behaviorally identified students, to understand nature of the gaps.</p> <p>Analyze family survey results with all stakeholders to determine area of need (communication) and share school-wide procedures for increasing parent connection.</p>	<p>Identify students with Social Emotional/behavior needs.</p> <p>Implement researched, effective pedagogies based on Responsive Classroom, Second Step, The Heart of Teaching and Learning (and other social emotional programs).</p> <p>Develop knowledge of SEB identified students’ interests and use that knowledge in instruction to engage student learning during instruction.</p> <p>Implement Dual Capacity Strategies for staff and families to:</p> <ul style="list-style-type: none"> • Possess the beliefs and mindsets to effectively engage families • Teachers and families develop trusting relationships • Teachers engage families in supporting learning by effectively communicating academic information and progress. • Utilize technology to communicate more effectively with parents 	<p>Will better regulate their social, emotional, and behavior needs and increase at least one grade level growth on state, school-wide and classroom based assessment.</p> <p>Whole School Achievement Goal- As a result of this action:</p> <p>Compared to 56% of students achieving proficiency on the Math SBA in Spring 2018, 60% or more of our students will achieve proficiency on the Math SBA administered in Spring of 2019.</p>

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Achievement Gap:

- **Measurement/Assessment: Spring Math SBA**

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
ELL Focus Group	3 rd Grade (18 students) – 28% 4 th Grade (13 students) – 38%	4 th Grade (9 students) – 48% 5 th Grade (4 students) 55%
All Students	3 rd Grade - 56% 4 th Grade - 66% 5 th Grade - 45%	4 th Grade - 60% 5 th Grade - 69% 6 th Grade - 50%

Strategic Direction Focus Areas:

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

School Mission/Core Values:

Lynnwood Elementary School is a diverse learning community committed to excellence in academics, ingenuity, and personal character.

Core Values:

Diverse Learning Community: We are a microcosm of the world. We are committed to connecting all of our families to our school community in meaningful ways. We are developing our skills and awareness so that we can be contributing members of a global community that is increasingly interconnected.

Excellence in Academics: We are committed to learning. The Lynnwood Elementary staff expects all students to be successful in meeting or exceeding established academic standards. Staff and parents work in partnership to meet each child’s strengths and challenges. Students learn to be responsible for their own education.

Excellence in Ingenuity: We are critical thinkers. We are inspired to use creativity and curiosity in our academic, social, and community responsibilities.

Excellence in Personal Character: We are a peaceful community. We work towards making our school community free from bullying. We learn the value of respecting ourselves and others through the study of character traits. We develop and practice our understanding of being a positive force in our community.

School Demographics: Lynnwood Elementary School has an enrollment of about 525 students in kindergarten – 6th grade. About 50% of our students qualify for our free or reduced lunch program. About 24% of our students qualify for our English Language Learner program.

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Action Plan for Family Partnerships

School/ Department: Lynnwood Elementary			School Year: 2018-2019		
GOAL: Families will feel an increase in communication with the school.					
Desired result(s) for THIS goal: An increase of two-way communication with families.			How will the school/ department measure the result(s)? Through the Roadmaps Survey.		
Organize/schedule family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN	PERSONS IN CHARGE AND HELPING
Curriculum Night	2 & 5	9-21-18	K-6	<ul style="list-style-type: none"> Determine key focus areas (informally) Create opportunity to develop relationships 	Families, Admin, Leadership Team, Family Resource Advocate & Equity Team
Coffee with the Principals	2 & 5	Ongoing	K-6	<ul style="list-style-type: none"> Invite all parents to meet informally to discuss school issues important to them 	Family Engagement Liaison, Principals
Parent Advocacy Group	2, 4 & 5	TBD	K-6	<ul style="list-style-type: none"> Invite returning and new parents to the advocacy group Use the Roadmap Survey results as the framework of the meetings 	Family Engagement Liaison, Principals, Equity Team
Roadmaps Survey	2 & 5	Spring 2019	K-6	<ul style="list-style-type: none"> Invite parents to join leadership/equity team Plan Roadmap Survey rollout Analyze new results 	Families, Admin, Leadership Team, Family Engagement Liaison & Equity Team
Family Conferences	2, 4 & 5	10-2018	K-6	<ul style="list-style-type: none"> Brainstorm & discuss culturally responsive communication strategies 	Families, Admin, Leadership Team, Family Engagement Liaison & Equity Team

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Title/ELL Night	2, 4 & 5	Nov 2018	K-6	<ul style="list-style-type: none"> • Share support structures around Title/ELL • Create opportunity to develop relationships 	Families, Admin, LS, ELL Team, Family Engagement Liaison
Funds, supplies, or resources are needed. Any money to support events (ie: dinner, resources are gladly accepted)					

Parent, Family, and Community Involvement in this Plan:

Connecting with families at conference in a culturally responsive way.
 Communication with Family members - example: PTO representatives on Equity team.
 Communication with Natural Leader representatives - example: guided by our Family Engagement Liaison.
 Duel Framework family community/learning events - example: Title/ELL Night.
 Community outreach and wraparound on challenges outside of system - ex: Attending workshop regarding supporting immigrant families.

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

- State Assessments (SBA, MSP, and 2nd Grade Reading)
- District Assessments (Benchmark CSAs, 2nd Grade Math, and SBA Interims)
- School Assessments (Beginning/End-of-Year Math Assessments)
- Classroom Assessments (Unit Assessments and various rubric-based assessments)
- Attendance Data
- Discipline Data
- Staff Perceptual Data
- Student Perceptual Data
- Parent Perceptual Data

Summary of strengths or greatest progress based on the data:

• Students using 2nd Step, Responsive Classrooms or other social emotional regulating tools.
• Students following school wide procedures/expectations.
• Students using universal signals to communicate.
• Educators explicitly instructing students around procedures, expectations, social emotional regulating tools and universal signals.
• Educators intentionally welcoming each student daily.
• Shared vision around (and creation of) classroom/school norms.
• Shared vision and professional development around instructional based strategies to connect with the whole child.
• Shared belief that equity and social justice practices are paramount to the work we do.

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Prioritized areas of opportunity or greatest challenge based on the data:

• Students entering classrooms with SE trauma or lack of SE regulation.
• Students following/identifying procedures, expectations and norms in order to focus on learning.
• Building Leadership Team identifying and targeting specific, high impact strategies that can increase rigor and learning in the classroom.
• Educators and Administrators learning to self-regulate themselves with confronted with resistance or persistent behaviors that can disrupt the lessons.
• Educators and Administrators modeling, expecting, and believing that 100% of students will be follow expectations, procedures, and norms.

Grade Level/Specialist/Department Goals aligned to the School Target Area & Goal:

Kindergarten:

First grade:

Second grade:

Third grade:

Fourth grade:

Fifth grade:

Sixth grade:

Specialist:

Library:

Music:

PE:

Learning Support:

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	Opportunities for ongoing one-on-one and small group support Sentence stems from Language of Learning and SIOP Questioning strategies moving up or down Bloom’s Taxonomy Self-assessments with rubrics	Ongoing
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Opportunities for ongoing one-on-one and small group support Acting as peer mentors to help struggling learners.	Ongoing
Describe how your school addresses the physical, emotional, and intellectual safety conditions that	Implementation of our Tier I, II, and III social/emotional plans and procedures, as well as behavior intervention as needed.	Ongoing

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allow for effective teaching and learning to take place.		
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<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	PD with Intervention material (2nd Step, Responsive Classrooms, The Heart of Learning and Teaching) Morning Meeting for Social Emotional Building Day targeted instruction Data analysis building-wide	Ongoing
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	PLC's Morning Meeting	Ongoing

Data Plan: Leadership

Indicator Type	Data Source	Who to Sample?	Specific Measurements	Who collects & When?
Leadership Practice	District-wide family engagement survey	All Families - with a specific focus on outreach to a representation of our student body & our focus students.	Percentage of perceptual practices implemented effectively. Especially focused on Frequency of Communication section.	School/District collects in the Spring. Results shared as soon as results are given back and at Open House.
	Formative staff survey questions specifically addressing access to SEB strategies and tools	All Educators - with a specific focus on classroom teachers	Percentage of perceptual practices implemented effectively. Especially focused on increasing skills and strategies in the General Education setting.	Admin at least monthly. Results shared each month.