

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

**School Name:** Lynndale Elementary

**Year:** 2018-2019

**School Theory of Action/Target Area**

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.

**Whole School Achievement Goal- As a result of this action:**

Compared to 48% of all students meeting standard in math on SBA in spring 2018, we will decrease the percentage of student below standard by 10% on the Spring SBA 2019.

**Opportunity/Achievement Gap:**

- **Measurement/Assessment:** Spring 2019 Math SBA

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>All Students</b> <small>Click here to enter text.</small>	<b>48%</b>	<b>53%</b>
<b>Comparison Group A EL Students</b>	24% 8/34 Students Passed	32% 11/34 Students Passing
<b>Comparison Group B Non EL Students</b>	52% 113/218 Students Passed	56% 123/218 Students Passing

**Commitment Focus Areas:**

*You may choose to select one or more of the other options in addition to Effective Learning for All Students.*

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

**Specific Commitment Focus Key Performance Indicators:**

- % of 2<sup>nd</sup> Grade students meeting standard on the 2<sup>nd</sup> grade math assessment in the spring
- % of students meeting or exceeding grade level standards in math SBA.
- % of ELL students making adequate gains in learning English (WELPA 21)
- % of positive parent responses to parent satisfaction surveys.

Edmonds School District  
 School Improvement Planning Process  
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**School Vision/Mission:**

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:**

<b>American Indian/ Alaskan Native</b>	<b>.9%</b>
<b>Asian</b>	<b>8.9%</b>
<b>Black/ African American</b>	<b>7.3%</b>
<b>Hispanic/ Latino of any race(s)</b>	<b>27.7%</b>
<b>Native Hawaiian/ Other Pacific Islander</b>	<b>.5%</b>
<b>White</b>	<b>45.3%</b>
<b>Two or More Races</b>	<b>9.4%</b>

**Parent, Family, and Community Involvement in this Plan:**

<b>Parent Teacher Association</b>	<b>Family Engagement Math Night</b>
<b>Parent engagement events at grade level</b>	<b>Family engagement Liaison</b>
<b>Kindergarten Jump Start Academy</b>	<b>Principal/ Parent Coffee Chat (AM and PM)</b>
<b>Engagement through Social Media (Sharing PD)</b>	<b>Edmonds PreK</b>
<b>Community Partnerships w/ Creekside, ELKS</b>	<b>Afterschool Clubs</b>
<b>Move 60</b>	<b>Partnership w/ Boys and Girls Club</b>

**Review and Analysis of Data:**

*Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.*

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> State Assessments        | <input type="checkbox"/> SAT/ACT                    | <input type="checkbox"/> Discipline Data         |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep        | <input type="checkbox"/> Staff Perceptual Data   |
| <input type="checkbox"/> District Assessments                | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Student Perceptual Data |
| <input type="checkbox"/> School Assessments                  | <input type="checkbox"/> Graduation Rate            | <input type="checkbox"/> Parent Perceptual Data  |
| <input type="checkbox"/> Classroom Assessments               | <input type="checkbox"/> Attendance Data            | <input type="checkbox"/> Other:                  |

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

**Summary of strengths or greatest progress based on the data:**

• 84.6% of Grade 2 students reading at grade level spring 2018
• Grade 3 Math SBA 66% proficient up from 48% proficient
• Grade 4 ELA SBA 58% proficient up from 52% proficient
• 85% proficient on Grade 2 Math Assessment

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

• Grade 5 Math SBA 38% of students proficient
• Grade 6 Math SBA 43% of Students proficient
• Grade 4 Math SBA 47% of Students proficient
• 24% of EL students passing Math SBA

**State Participation Rate:** 95% participation required

<input checked="" type="checkbox"/> <b>Area of Strength (95% or more participation)</b>	<input type="checkbox"/> <b>Area of Opportunity (less than 95% participation)</b>
If your participation rate is an <b>area of opportunity</b> , please describe your plan for increasing student participation during the school year: <a href="#">Click here to enter text.</a>	

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 56%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.  <b>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:  Reading: 23% Above Standard 78% At or Near and Above Standard Writing: 32% Above Standard, 83% At or Near and Above Standard Listening: 23% Above Standard, 77% At or Near and Above Standard Research/Inquiry: 28% Above Standard, 77 At or Near and Above Standard	

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

**School Name:** Lynndale **Year:** 2018-2019  
**Grade Level/Department/Team:** Kindergarten

**Goal: Between September and May kindergarten students will add/subtract within 5. K.OA.A.5**

**We will measure this formatively by:** Observational formative data during classwork and small group math. Performance Tasks, Unit Assessments, Games and Morning Meeting.

**We will measure this Summatively by:** Pre/Post Assessments, Expressions End of Year Test, Unit Assessments for units 3,4, and 5.

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

**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 to meet students where they are and extend learning.

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

**School Name:** Lynndale

**Year:** 2018-2019

**Grade Level/Department/Team:** First Grade

**Goal:** Between October 2018 and the EOY conversation(2019) students will demonstrate fluency for addition and subtraction facts within 20. 1.OA.C

**We will measure this formatively by:** Timed tests (1 minute, 2 minute and total time for the test). Fact Family Performance task, "Carla's Tulips".

**We will measure this Summatively by:**

Math Expressions unit 2 assessments and ME fact Fluency Check assessments.

**Action steps we will take to meet our goal:** Teach strategies of: plus 1 doubles, etc. Homework, home-school connection incentive program in spring.

**Technology-**Think Central, Moby Max, (Xtramath) to be used as independent practice.

**School Name:** Lynndale

**Year:** 2018-2019

**Grade Level/Department/Team:** Second Grade

**Goal):** Between September and May, second grade students will *use place value understanding and properties of operations to add and subtract. 2.NBT.A, 2.NBT.B*

**We will measure this formatively by:** Observational formative data during classwork, homework, small group math, and math workshop. Quick quizzes, exit slips, homework and performance tasks.

**We will measure this Summatively by:** Post unit assessments for units 2, 4, and 6 along with the 2nd Grade District Spring Math Assessment and illustrative math problems.

**Action steps we will take to meet our goal:** We will collaborate as a team to plan all whole group, small group and math workshop instruction/tasks. We will determine appropriate interventions to support students to meet standard and to extend learning.

**Technology-** We will use MobyMax, Think Central, Illustrative Math, Kahn Academy, and Mrs. Park's 3x3.

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

**School Name:** Lynndale

**Year:** 2018-2019

**Grade Level/Department/Team:** Third Grade

**Goal:** Between September and May third grade students will understand properties of multiplication and the relationship between multiplication and division. 3.OA.B

**We will measure this formatively by:** observational formative data during classwork and small group work, performance tasks, quick quizzes, homework

**We will measure this Summatively by:** pre/post assessments for Units 1, 2, 5 and relative Interim Assessment block

**Action steps we will take to meet our goal:** We will examine student work to guide instruction, inform next steps and improve student learning. We will collaborate with specialists to provide appropriate interventions as needed.

**Technology-** We will use the following resources to help meet our goals: Xtramath, Khan Academy, Prodigy, and Moby Max math. In addition we use YouTube videos to help extend concept understanding, and use various technology resources in exploring high cognitive demand tasks. We will also utilize technology as a team to collaborate and gather instructional ideas.

**School Name:** Lynndale

**Year:** 2018-2019

**Grade Level/Department/Team:** Fourth Grade

**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, fact fluency with goal setting, and google surveys.

**We will measure this Summatively by:**

Pre/Post assessments, Math Expressions unit assessments for Units 1, 2, 3, 4. Interim Block Assessments

**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 to support students to meet standard and to extend learning.

**Technology-** We will utilize the following technology resources to meet our goal: ThinkCentral, Xtramath, Math Antics, sharing ideas with each other, and gathering ideas for small groups.

**School Name:** Lynndale

**Year:** 2018-2019

**Grade Level/Department/Team:** Fifth Grade

**Goal:** Between September and May, fifth grade will understand the place value system and perform operations with multi-digit whole numbers and with decimals to the hundredths. 5.NBT.A and 5.NBT.B

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

**We will measure this formatively by:** Observational formative data during class work and small group math. Performance tasks, Quick quizzes, and Exit/Entry Slips.

**We will measure this Summatively by:** Pre/Post Assessments. SBA Spring. Math Expressions Unit Assessments for Units 2,4,5,6. And Interim Assessment Block 5.NBT

**Action steps we will take to meet our goal:** As a grade level team, we will look at pre-test and post-test data to determine interventions for students below standard. Guided math will be used in daily instruction to close student gaps.

**Technology-** This is how we will utilize technology to meet our goal: Think Central, Xtramath.org (math fact practice), Front Row, Moby Max, Khan Academy, and online interim SBA practice.

**School Name:** Lynndale

**Year:** 2018-2019

**Grade Level/Department/Team:** Sixth Grade

**Goal:** Between September and May 4, 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 slips.

**We will measure this Summatively by:** Pre/Post Assessments, Math Expressions unit assessments for unit 5 Expressions and Equations. Interim Assessment Block Expressions and Equations.

**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.

**Technology-** We will use technology to meet our goal using: Think Central, Xtramath.org (Fluency), Moby Max, Khan Academy, Math Games, Freckle, A+Math.

**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>
<b>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</b>	Title Support, ELL Support, Small Group in class support, On-going us of Running Records, At home reading intervention plan	Daily and weekly
<b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>	Small group in class support w/ text at their level, At home reading plan, Moby Max and Raz Kids to extend reading levels	Daily and weekly
<b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b>	Adoption of SEL curriculum – implemented in all classrooms, SEL Team (Behavior Team), PBIS & character trait study school wide, support from counseling team (in class lessons and support), Morning Meetings	Year long Meeting monthly Daily & Weekly

Edmonds School District  
 School Improvement Planning Process  
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<b>Learning Opportunities Provided for Staff Specific to the School Target</b>	<b>Description of the Learning Opportunity</b>	<b>Schedule</b>
Whole staff learning opportunities to support the focus and intentionality of this goal.	Staff meeting and Designated Building Time	Bi-Weekly and Monthly
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	Grade level collaboration, MTI meetings, Coaching Support	Weekly and Tri-monthly

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

<b>Third Grade OSPI Literacy Expectation</b> <i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
<b>Intensive Reading and Literacy Improvement Plan</b>	<b>Description of Intervention Practices</b>	<b>Monitoring Schedule</b>
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.	<input type="checkbox"/> Use of a coach/coaches <input type="checkbox"/> Additional learning time within the School Day <input type="checkbox"/> Before and After School Programs <input type="checkbox"/> Family Involvement at School (and outside of school) <input type="checkbox"/> Targeted Professional Learning <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring <a href="#">Click here to enter text.</a>	Weekly/ Monthly
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?	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  Transition Plan Spring conversation – class placement Learning Support/Title/ELL Job alike meeting to discuss modifications and create summer reading programs. Library support of Summer reading MTI end of year roll up meeting - discussing plans for students and interventions as students move into the next grade.	<a href="#">Click here to enter text.</a>

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

<p><b>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.</b></p>	<p>Fall and Spring Conferences Weekly and monthly classroom news letters Classroom Dojo Classroom See Saw All School "Roar" weekly news letter Principal Coffee Chats Phone and Email conversations SBA 3<sup>rd</sup> grade spring conversations Evening Data events FEL connecting with families and linking them with resources. Math Night(s) PTA – Reading Night/ Book Swap Survey feedback from Fall Curriculum Night Road Map School (includes culturally responsive survey practices)</p>	<p>Click here to enter text.</p>
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