



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Lynnwood High School

Year: 2019 – 2020

Section I: School Mission, Vision, and Demographics:

School Mission: *To prepare all students for life after high school through support and scaffolds that produce independent learners capable of participating in a global community.*

School Vision: *Increase graduation rates to 95% by 2023 while decreasing all opportunity gaps in these rates.*

2020 = 85%

2021 = 90%

2022 = 93%

2023 = 95%

School Demographics:

2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	1448	NA	Two or More Races	117	8.08
American Indian/Alaskan Native	4	.28%	English Language Learners	166	11.46
Asian	327	22.58%	Homeless/McKinney-Vento	19	1.31%

Black/African American	110	7.60%	Low Income	662	45.72%
Hispanic/Latino	375	25.90%	Section 504	93	6.42%
Native Hawaiian/Other Pacific Islander	12	.83%	Students with Disabilities	234	16.16%
White	503	34.74%	Student Mobility	49	3.38

Student, Family and Community Involvement in Plan:

We will continue our practice in having our Equity Team be our key group in SIP planning and review. We will work to ensure that our team has voice and representation from students and families.

In addition, we plan to have student and family voice on our school's site based decision-making team (IC). We also plan to use survey's and community forums as ways to solicit feedback and plan with our community.

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

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

<p>Goal: <i>Our primary goal was to increase student passage rates and GPA while decreasing opportunity gaps in all areas. *Please see tables below to view this data</i></p>	<p>Narrative Reflection: <i>We did not achieve our overall goal and have been faced with plateauing results these past four years. We attribute our initial jump in 2016 to positive changes in several initiatives (reduction in suspensions, learning and implementation of culturally responsive practices, development of culturally responsive curriculum, training and awareness on institutional racism and bias, focus on developing relationships and community, student voice in decision making). Our equity team met throughout the 2018-2019 school year to examine these data and develop a plan where we can break from</i></p>
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our plateauing data and reach all students (see needs assessment). A big theme that came from this work was equipping staff with instructional classroom support and training to reach all students.

Opportunity Gap:

- **Measurement/Assessment:** (race, gender, income, services)

*Green = Met goal for school year (5% growth)

<i>Student Group</i>	<i>2015-16 GPA</i>	<i>2016-17 GPA</i>	<i>2017-18 GPA</i>	<i>2018-19 GPA</i>	<i>2019-20 Goal</i>
American Indian/Native Alaskan	1.7	2.27	2.38	2.25	2.34
Asian	3.07	3.16	3.16	3.15	3.2
Black/African American	2.3	2.6	2.69	2.58	2.65
Hispanic	2.2	2.32	2.38	2.34	2.42
Native Hawaiian/Pacific Islander	2.1	2.3	2.46	2.2	2.3
Multi-Racial	2.6	2.64	2.66	2.53	2.6
White	2.7	2.87	2.90	2.77	2.83
Free and Reduced	2.5	2.55	2.52	2.51	2.59
Special Education			2.51	2.58	2.65
English Language Learner			2.28	2.24	2.32
504				2.4	2.48
Male	2.4	2.53	2.65	2.59	2.66
Female	2.8	2.93	2.95	2.81	2.86
All	2.6	2.78	2.80	2.66	2.72

<i>Student Group</i>	<i>2015 -16 Passage Rate %</i>	<i>2016-17 Passage Rate %</i>	<i>2017-18 Passage Rate %</i>	<i>2018-19 Passag e Rate %</i>	<i>2019-20 Goal</i>
American Indian/Native Alaskan	91.67	91.34	74.33	72.91	74.26
Asian	95.62	96.05	94.49	94.59	94.86
Black/African American	88.03	88.13	89.82	86.54	87.21

Hispanic	86.45	87.2	86.43	84.3	85.08
Native Hawaiian/Pacific Islander	71.43	85.11	93.32	75.64	76.85
Multi-Racial	93.45	89.88	89.03	92.62	93.00
White	92.83	91.83	92.74	90.75	91.21
Free and Reduced	87	88.14	88.27	89.5	90.00
Special Education			90.51	89.97	90.46
English Language Learner			83.85	83.71	84.52
504				87.07	87.71
Male	89.86	90.46	89.30	88.53	89.10
Female	93.5	92.61	92.78	91.06	91.50
9 th Grade	*	91.53	92.56	90.98	91.43
12 th Grade	*	96.82	95.24	91.77	92.18
All	90.59	91.92	91.12	89.73	90.24

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

We continue to have high enrollment and results in our students enrolling in AP and college in the high school courses. Student survey data indicates that many of our students feel connected to their school and appreciate the commitment we have to honoring our diversity and our positive school culture.

Areas of Needed Growth

We continue to have significant opportunity gaps in several desired outcome areas for our students. The most significant gaps exists with our English Language Learners, Latinx, free-and-reduced, and special education students.

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?

Our schools Equity Team conducted a deep data analysis of the root causes behind our data. Through this process three areas emerged for our focus.

**Growth in instructional strategies that challenge and engage linguistically and culturally diverse learners (SIOP)*

**Growth in understanding and implementation of restorative practices*

**Implementing an empowering culture that increases voice and access for all (students, families, and staff)*

Our rationale is comes from our discovery that instructional practices, behavior support, and school culture were the most significant areas to target (as expressed through our study and research with our equity team) to reach our goals for student outcomes.

C. Additional Data Required

State Participation Rate: 95% participation required

<input type="checkbox"/> Area of Strength (95% or more participation)	X Area of Opportunity (less than 95% participation)
We will expand our advertising of upcoming assessments by adding text message alerts to our families and students (in addition to phone call, email, and website announcements). We will hold make-up sessions and collaborate with students and staff to find students who missed scheduled assessment dates.	

Section IV: Theory of Action

Our theory of action is guided by the following beliefs...

**Every student deserves and should leave LHS fully prepared for their future*


**Each individual student is valuable and capable of learning to their fullest potential*

**Student demographics (race, gender, services, etc.) should not be a predictor of*

their

success

Theory of Action:



If we create a more humanized school by...

- *Implementing a school wide focus on instructional strategies that challenge and engage linguistically and culturally diverse learners

- *Implementing school wide training, resources, and structures to support restorative practices

- *Implementing an empowering culture that increases voice and access for all (students, families, and staff)

Then, we will increase graduation rates to 95% by 2023 while decreasing all opportunity gaps in these rates.

2020 = 85%

2021 = 90%

2022 = 93%

2023 = 95%

Rationale:

Research clearly indicates that restorative practices, SIOP instruction, and voice and access for all (culturally responsive schools) are significant factors behind highly successful schools. We will be targeting these three areas in our school improvement plan.

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

See section II table for goal breakdown by student groups. Our focus goals as a whole school are...

*All students – passage rate 90.24%, GPA 2.72, and 85% on-time graduation rate

*ELL students – passage rate 84%, GPA 2.4, and 72% on-time graduation rate

Section VI: Action Plan



Plan for 2019-20:

Key Improvement Action	Description	Timeline
<i>Focus on training and equipping all staff in the use of SIOP.</i>	<i>Our professional learning plan will focus on developing our collective understanding of SIOP instructional strategies. We will have full staff PD which will be supported by teacher-led cadres that will support growth and classroom implementation of selected SIOP components for school-wide focus.</i>	<i>Ongoing through 2019-20 school year</i>
<i>Focus on restorative practices</i>	<i>While this area will not be a school-wide focus until 20-21 administration and staff leaders will continue to receive training and develop structures and supports to increase our understanding and development of restorative practices.</i> <i>A team of teachers will be trained with admin in order to have restorative meetings run without administration (we believe this will increase understanding and allow for more authentic restorative meetings)</i>	<i>Ongoing through 2019-20 school year</i>
<i>Focus on creating an empowering culture</i>	<i>Our school equity team will work to address systems and create structures that support this improvement action</i>	<i>Ongoing through 2019-20 school year</i>

Plan for Years 2 & 3:

2020-2021:

While we will continue to build off of our SIOP work, year two will include a developed plan for our growth in restorative practices.

2021-2022:

While we will continue to build off of our SIOP and restorative practice work, year three will focus on our growth in culturally responsive policies and practices



Section VII: Grade Level/Specialist/Department Goals

Department Goals 2019-2020

Math Department

Goal:

We will increase our department's passage rate from 85% to 85.75% (5% gap increase) and will increase our department's passage rate from 69% to 70.55% (5% gap increase) with our ELL students.

We will measure this formatively by:

Quarterly grades and formative daily assessments

We will measure this summatively by:

Semester grades

Action steps we will take to meet our goal:

Using SIOP teaching strategies in our classrooms

All department members in SIOP learning Cadres – We are committed to professional learning growth and lesson planning with our cadre

We will identify our ELL students and make intentional outreach and communication with families, using language line if home language is not English.

We will collaborate with counseling, administration and ELL staff to design interventions when our formative assessments indicate an ELL student is struggling with our classrooms' learning.

Technology — this is how we will use technology to support meeting our goal:

We will use language line when communicating with non-English speaking families





Counseling Department

Goal:

Improve academic success rates for all students by addressing chronic and excessive absenteeism.

Action steps we will take to meet our goal:

Use periodic attendance reports to identify impacted students
Meet with these students to identify barriers to regular attendance.

Collaborate with teachers, administrators and other staff to create effective interventions.

Communicate with parents/guardians to share information and improve their students' chance for success.

Indicators of progress toward goal:

Decreased attendance problems by these students.

Improved work completion by these students.

Increased self-initiated contact by these students with teachers and myself.


Science Department

Goal:

If we improve student engagement in our classrooms (by increasing comprehensible input through the use of SIOP strategies), students will experience more success in the classroom.

We will measure this formatively by:





Percent of students actively participating in an assigned task.

We will measure this summatively by:

Course pass rates, completion of assigned work.

Action steps we will take to meet our goal:

Continue to plan and implement meaningful, engaging lessons that are aligned to NGSS science standards and best practices AND incorporate SLOP instructional strategies.

Technology — this is how we will use technology to support meeting our goal:

Use Skyward to gather and store data. Use Google Apps, CANVAS, and student Chromebooks and will continue to use lab technology/equipment and STEM technology/equipment to align with current scientific practices.

Culturally Responsive Practices — this is how we will incorporate culturally responsive practices to meet our goal:

Utilizing teaching approaches that allow for equitable access to content and learning. For example establishing personal relationships and strong learning communities. Being culturally aware of the diversity of needs and variety of approaches to engage learners from different backgrounds.

History Department

Goal:

We will increase our department's passage rate from 87% to 92% (5% gap increase) and will see a more than 5% passage rate increase with our ELL students

We will measure this formatively by:


Quarterly grades, unit assessments, coursework, CBA, and formative daily assessments

We will measure this summatively by:

Semester grades

Action steps we will take to meet our goal:





Implementation of SLOP teaching strategies in our classrooms – Interaction will be our first SLOP component to implement and we will add as we gain knowledge and proficiency

All department members in SLOP learning Cadres – We are committed to professional learning growth and lesson planning with our cadre

We will identify our ELL students and make intentional outreach and communication with families, using language line if home language is not English.

We will collaborate with counseling, administration and ELL staff to design interventions when our formative assessments indicate an ELL student is struggling with our classrooms learning.

Technology — this is how we will use technology to support meeting our goal:

We will use Canvass to communicate all assigned work for our students and families

We will use language line when communicating with non-English speaking families

Business/Technology CTE Department

Goal:

We will increase our department's passage rate from 91% to 92% (5% gap decrease) and will see a more than 5% passage rate increase with our ELL students (last year was 74.07).

We will measure this formatively by:

Quarterly grades, unit assessments, coursework, and formative daily assessments

We will measure this summatively by:

Semester grades





Action steps we will take to meet our goal:

Implementation of SIOP teaching strategies in our classrooms – Interaction will be our first SIOP component to implement and we will add as we gain knowledge and proficiency

All department members in SIOP learning Cadres – We are committed to professional learning growth and lesson planning with our cadre

We will identify our ELL students and make intentional outreach and communication with families, using language line if home language is not English.

We will collaborate with counseling, administration and ELL staff to design interventions when our formative assessments indicate an ELL student is struggling with our classrooms learning.

Technology — this is how we will use technology to support meeting our goal:

We will use Canvas to communicate all assigned work for our students and families

We will use language line when communicating with non-English speaking families

English Language Learners Department

Goal:

We will increase our department's passage rate from 87.2% to 90%

We will measure this formatively by:

Quarterly grades, unit assessments, coursework, and formative daily assessments


We will measure this summatively by:


Semester grades

Action steps we will take to meet our goal:

Implementation of SIOP teaching strategies in our classrooms – Interaction will be our first SIOP component to implement and we will add as we gain knowledge and proficiency

All department members in SIOP learning Cadres – We are committed to professional learning growth and lesson planning with our cadre.





We will identify our EL students in need and make intentional outreach and communication with families, using language line if home language is not English.

We will collaborate with counseling, administration, and the department to design interventions when our formative assessments indicate an EL student is struggling with our classroom's learning.

Technology — this is how we will use technology to support meeting our goal:

We will use Canvas to communicate all assigned work for our students and families

We will use language line when communicating with non-English speaking families

World Language Department

Goal:

We will increase our department's passage rate from ____ to ____ (5% gap increase) and will see a more than ____ passage rate increase with our male students.

We will measure this formatively by:

Quarterly grades, unit assessments, coursework, CBA, and formative daily assessments

We will measure this summatively by:


Semester grades


Action steps we will take to meet our goal:

Implementation of SIOP teaching strategies in our classrooms – Interaction will be our first SIOP component to implement and we will add as we gain knowledge and proficiency

All department members in SIOP learning Cadres – We are committed to professional learning growth and lesson planning with our cadre

We will identify our ELL students and make intentional outreach and communication with families, using language line if home language is not English.





We will collaborate with counseling, administration and ELL staff to design interventions when our formative assessments indicate an ELL student is struggling with our classrooms learning.

Technology — this is how we will use technology to support meeting our goal:

We will use Canvas to communicate all assigned work for our students and families
We will use language line when communicating with non-English speaking families.

Visual Arts Department

Goal:

We will increase our department's passage rate from 93.15% to 94% (5% gap increase) and will increase our department's passage rate from 88% to 89% (5% gap increase) with our ELL students.

We will measure this formatively by:

Quarterly grades, unit assessments, and formative daily assessments

We will measure this summatively by:

Semester grades


Action steps we will take to meet our goal:

Using SIOP teaching strategies in our classrooms

All department members in SIOP learning Cadres – We are committed to professional learning growth and lesson planning with our cadre

We will identify our ELL students and make intentional outreach and communication with families, using language line if home language is not English.

We will collaborate with counseling, administration and ELL staff to design interventions when our formative assessments indicate an ELL student is struggling with our classrooms' learning.





Technology — this is how we will use technology to support meeting our goal:

We will use google classroom to communicate all assigned work for our students and families

We will use language line when communicating with non-English speaking families

Learning Support Department

Goal:

Learning Support will increase our department's passage rate from 91% to 96%

We will measure this formatively by:

Quarter grades, coursework, assessments, and formative daily assignments.

We will measure this summatively by:

Semester grades

Action steps we will take to meet our goal:

Implementation of SIOP teaching strategies in our classrooms. Communication with general education teachers and families. Conferencing with students. Increasing community building in classrooms to improve attendance. Case managers will monitor grades for caseload students

