Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Lynndale Elementary

Year: 2019-20

Section I: School Mission, 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)	428	NA	Two or More Races	50	11.68%
American Indian/Alaskan Native	3	0.70%	English Language Learners	70	16.36%
Asian	35	8.18%	Homeless/ McKinney-Vento	11	2.57%
Black/African American	22	5.14%	Low Income	191	44.63%

Hispanic/Latino	108	25.23%	**Section 504**	10	2.34%
Native Hawaiian/Other Pacific Islander	2	0.47%	**Students with Disabilities**	84	19.63%
White	208	48.60%	**Student Mobility**	9	2.10%

*The data in this table is from the 18-19 school year.

Student, Family and Community Involvement in Plan:

Bulleted list

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

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

Goal	Narrative Reflection:
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.	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 2018-19 school year we had 54% of our students at standard exceeding our goal. 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

How has the progress described above informed your school's improvement planning for this school year?

As we looked at the data we were excited to see we met our goal, but still are not satisfied 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 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.

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 a 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 theme 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 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 required

❏ **Area of Strength (95% or more participation)**	√ **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? 58%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ☒ next to your selection.)

	Plan is required: YES √ NO ☐
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: **Reading:** 44% At/Near 30% Above **Writing:** 52% At/Near 29% Above **Listening:** 59% At/Near 27% 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.

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 (School wide 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 2020.
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.

Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
Increase instructional staff capacity to support our English learners	Our professional learning plan will 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 2019-20 school year
Increase instructional staff capacity to support our students in our English Language Learner and Special Education programs	Our professional learning plan will also focus on our collective understanding of differentiation for Focus Students through: • Identify focus students • Instructional Practices (small group) • Interventions (learning)	Ongoing through 2019-20 school year
Through district'led training increasing knowledge around best practices in planning, science, and equity	District Learning o Curriculum Mapping Tools o Science Training o Culturally Responsive Teaching/Equity	Ongoing through 2019-20 school year

Plan for Years 2 & 3:

2020-2021:

- As our English Language Learner population continues to increase we will have continued focus on increasing capacity to support our English learners. 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.

2021-2022:

- Continued focus on increasing capacity to support our English learners. 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.

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

Third Grade OSPI Literacy Expectation
(The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)

Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	Progress Monitoring Schedule
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.	❏ Utilize Instructional Coaching ❏ Additional Learning Time within the School Day ❏ Before and After School Programs ❏ Family Involvement at School (and outside of school) ❏ Targeted Professional Learning ❏ Professional Learning Communities ❏ Tutoring	Weekly/ Monthly

	❏ Other:	
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	Weekly/Monthly

Describe your *Targeted Family Engagement Plan* (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.	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 3rd 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)	

Section VII: Grade Level/Specialist/Department Goals

School Name: Lynndale   **Year:** 2019-2020
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.

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:** 2019-2020
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:** 2019-2020
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.

School Name: Lynndale   **Year:** 2019-2020
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:** 2019-2020
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:** 2019-2020
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

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:** 2019-2020
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.