



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Lynnwood Elementary

Year: 2019-2020

Section I: School Mission, Vision, and Demographics:

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:

2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
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Enrollment (October)	525	NA	Two or More Races	50	9.52%
American Indian/Alaskan Native	5	0.95%	English Language Learners	122	23.24%
Asian	101	19.24%	Homeless/McKinney-Vento	10	1.90%
Black/African American	35	6.67%	Low Income	246	46.86%
Hispanic/Latino	126	24.0%	Section 504	21	4.0%
Native Hawaiian/Other Pacific Islander	2	0.38%	Students with Disabilities	69	13.14%
White	206	39.24%	Student Mobility	9	1.71%

Student, Family and Community Involvement in Plan:

- Connecting with families at Curriculum Night, Conferences, Open House, and FAME in a Culturally Responsive Way
- Family Engagement Groups: Parent Advocacy Group, Natural Leaders, Latina Mom’s Group
- Family Engagement Events: Back to School Ice Cream Social & Partnering with the PTO
- Dual Framework Family & Community Learning Events: Stories from Around the World & Title/ELL Nights
- Seeking Family Input & Feedback: Road Maps (Panorama Survey) & Parent Focus Feedback Group
- Communication with family members: Monthly Newsletter, Sky Alert, Fliers, School Website

School/Department: Lynnwood Elementary	School Year: 2019-2020
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 results(s)? Roadmaps Survey & Parent Focus Feedback Groups		
Organize/schedule family and community involvement activities that support THIS goal.				
Activities (2 or more, continuing or new)	Date of Activity	Grade Levels(s)	What needs to be done for each activity and when	Person in charge and helping
Back to School Ice Cream Social	9/3/19	K-6	<ul style="list-style-type: none"> ● Plan for event ● Partner with outside groups to be present ● Advertise for/Invite Families 	Admin, Leadership Team, Food Services, Partner Organizations, & PTO
Curriculum Night	9/19/19	K-6	<ul style="list-style-type: none"> ● Determine key focus areas ● Plan for event/advertise ● Child care ● Develop in-class presentations ● Create opportunity to develop relationships 	Admin, Leadership Team, & Staff
Parent Focus Feedback Group	TBD	K-6	<ul style="list-style-type: none"> ● Review 18-19 Roadmap Survey Results ● Plan two Parent feedback nights (round table) ● Advertise/I 	Admin, Leadership Team, Family Engagement Liaison & Equity Team

			Invite Families <ul style="list-style-type: none"> Analyze & Action plan around Parent feedback 	
Parent Equity Circles	Quarterly, TBD	K-6	<ul style="list-style-type: none"> Invite parents to join parent leadership equity team Discuss issues of importance and provide feedback & action steps to staff 	Admin, Leadership Team, Family Engagement Liaison & Equity Team
Natural Leaders	Ongoing (Monthly)	K-6	<ul style="list-style-type: none"> Plan for monthly meetings Build parent leadership capacity Increase participation in the group 	Admin & Family Engagement Liaison
Latina Mom's Group	Ongoing (Weekly)	K-6	<ul style="list-style-type: none"> Build group volunteers Partner with Mom's group to help plan school events Ask for parent feedback Analyze & 	Admin & Family Engagement Liaison

			Action plan around results	
Family Conferences	10/21-28/19 3/11-12/20	K-6	<ul style="list-style-type: none"> ● Plan for event/advertisement ● Create Family Cultural Survey ● Ensure interpreters are provided for those that need them ● Child care ● Create opportunity to develop relationships 	Admin, Leadership Team, Family Engagement Liaison & Staff
Open House	TBD	K-6	<ul style="list-style-type: none"> ● Plan for event/advertisement ● Identify key areas of sharing with families ● Create opportunity to develop relationships 	Admin, Leadership Team, Family Engagement Liaison & Staff
FAME-Family Multicultural Event	5/21/20	K-6	<ul style="list-style-type: none"> ● Plan for event ● Partner with outside groups to be present ● Support parent groups and PTO in the partner 	Admin, Leadership Team, Family Engagement Liaison, Staff, Partner Organizations, Parent Volunteers, &

			planning <ul style="list-style-type: none"> ● Coordinate school wide projects to highlight concurrently ● Advertise for/Invite Families 	PTO
Stories from Around the World	10/15, 11/18, 12/9, 1/6, Spring Dates TBD	K-2	<ul style="list-style-type: none"> ● Plan for event ● Partner with outside guest speakers present ● Intentionally invite students of Latinx Focus Group ● Advertise for/Invite Families 	Admin, Family Engagement Liaison & Librarian
Title/ELL Nights	TBD	K-6	<ul style="list-style-type: none"> ● Plan for event ● Share support structures around Title/ELL ● Provide Food ● Plan for family engagement activities which highlight key learning ● Create 	Admin, Learning Support Team, ELL Staff, & Family Engagement Liaison

			opportunity to develop relationships	
Roadmaps Survey (Panorama)	Spring	K-6	<ul style="list-style-type: none"> ● Invite parents to complete survey ● Analyze new results 	Admin, Leadership Team, Equity Team, & Staff

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 (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
<p><u>Whole School:</u></p> <p>LWE achieved the following 2017-2018 Math SBA Proficiencies:</p> <ul style="list-style-type: none"> ● Third Grade-56% ● Fourth Grade-66% ● Fifth Grade-45% <p>In 2018-2019 LWE aims to raise achievement on the Math SBA Proficiencies to:</p> <ul style="list-style-type: none"> ● Fourth Grade-60% ● Fifth Grade-69% ● Sixth Grade-50% 	<p>LWE achieved the following 2018-2019 Math SBA Proficiencies:</p> <ul style="list-style-type: none"> ● Fourth Grade-59% (1% short of goal) ● Fifth Grade-47% (22% short of goal) ● Sixth Grade-60% (exceeded goal by 10%) <p>Additionally, 2018-2019 third grade achieved a 57% proficiency (1% increase from last year's cohort).</p> <p>While some progress was made in the 5th-6th grade cohort, much work still needs to be done in supporting LWE students on the Math SBA.</p>
<p><u>Opportunity Gap Group Goals:</u></p> <p>LWE's ELL Focus Group achieved the following 2017-2018 Math SBA Proficiencies:</p>	<p>LWE achieved the following ELL Subgroup 2018-2019 Math SBA Proficiencies:</p> <ul style="list-style-type: none"> ● Fourth Grade-27% (21% short of goal) ● Fifth Grade-0% (55% short of goal)

<ul style="list-style-type: none"> ● Third Grade-28% ● Fourth Grade-38% <p>In 2018-2019 LWE aims to raise achievement on the Math SBA Proficiencies for the ELL Focus Subgroup to:</p> <ul style="list-style-type: none"> ● Fourth Grade-48% ● Fifth Grade-55% 	<p>Much work still needs to be done in supporting LWE English Language Learners on the Math SBA.</p>
<p><u>Parent Engagement Goals:</u></p> <p>Families will feel an increase in communication with the school as measured with the Family Engagement Survey.</p>	<p>61% of families responded favorably when asked about the school's communication practices. This is 7 points higher, on average than other elementary schools in Edmonds. These results are also higher than the responses received to the same question two years ago. There has been a discussion regarding the wording of the questions and its impact on how parent respond. Communication is still LWE's lowest performance area on the parent survey.</p>

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

- Based on school growth and collected data, increasing performance on the Math SBA and for LWE's EL Focus Group is still a needed area of focus.
- These goals are being considered among other needs that have additionally arisen during our needs assessment as focus areas for the 2019-2020 School Improvement Plan.
- Based on collected data on the Road Map (Panorama Survey), strengthening communication with parents and our community is still a needed and planned area of focus.

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. Academics:

- In the 2018-2019 school year, 6th grade students increased in Proficiency from 63% to 78% in English Language Arts. The additionally increased in Proficiency from 47% to 60% in Mathematics.
- In the 2018-2019 Staff Building Climate Survey, 89% of staff self-reported that they use results from classroom assessments to address the learning needs of their students. This percentage has increased over the last three years (2016-2019).
- Over the last three years (2016-2019) staff have self-reported an increase on the Staff Building Climate Survey in working collaboratively with colleagues in discussing results from state and/or district assessments.
- On the annual student survey, 72% of students strongly agreed that they learned new skills and information in their classes this year. 85% of students strongly agreed that they believed they could get good grades if they worked hard.

2. Behavior:

- Lynnwood has seen overall growth in the areas of Social Awareness for all 3-5th graders and Self Efficacy with all our 3rd- 6th grade students on the Social Emotional Student Survey (Panorama).
- On the annual student survey, students reported high percentages in the following:
 - 72% strongly agree that my teachers care for me.
 - 81% Strongly Agree that the principal and assistant principal believe that all students at Lynnwood can learn
 - 72% strongly agree that the adults at Lynnwood treat all students the same, regardless of the color of their skin.

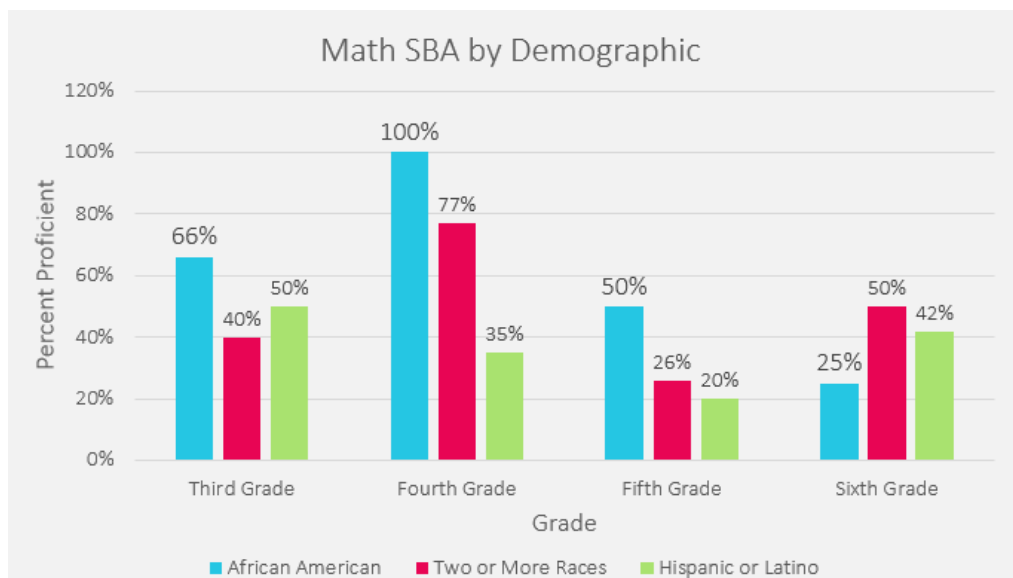
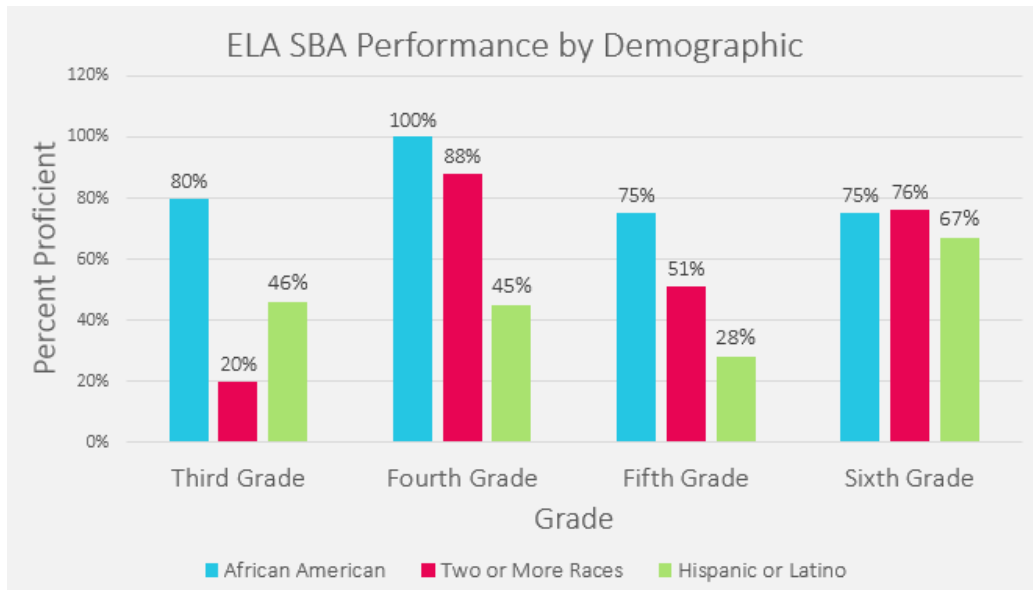
3. Culture & Climate:

- On the annual building survey, 73% of staff reported that they feel safe on school property during school hours.
- On the Roadmap Survey for families (Panorama), Lynnwood scored higher than the district average for all question categories (Knowledge & Confidence, Principal Engagement, School Communication Practices, School Engagement Practices, Translated Communication, and Welcome and Culturally Responsivity).
- On the Roadmap Survey for families (Panorama) Lynnwood scored a 100% satisfaction rate. These questions include, "I've used interpreter services", "I know how to access interpretation services", and "I am satisfied with the quality of interpretation services I have been provided".

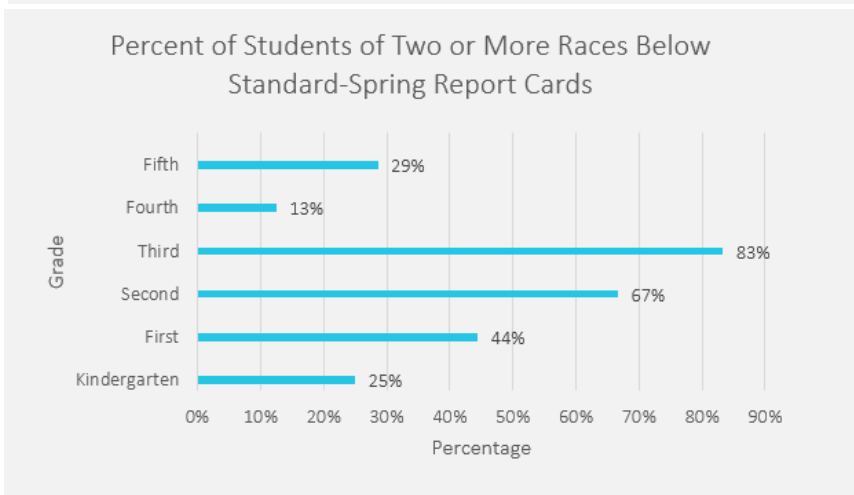
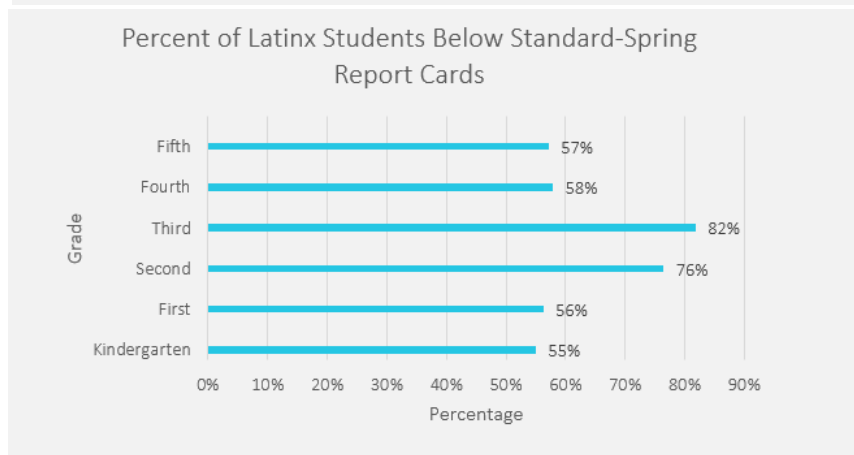
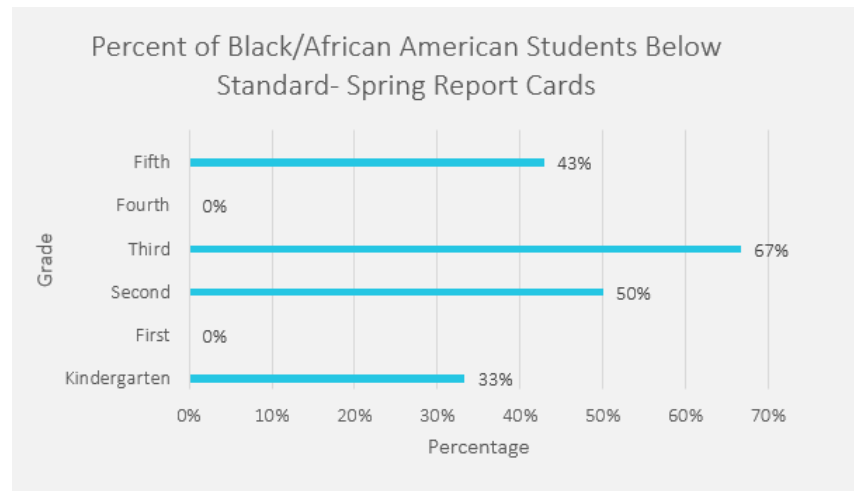
Areas of Needed Growth

1. Academics:

- Other than 6th grade English Language Arts (78% Proficient), no intermediate grade level scored 70% or above on the Smarter Balanced Assessments (English Language Arts or Mathematics). English Language Arts has higher levels of proficiency than mathematics.
- The student groups that identify as Black/African American, Latinx, and Two or More Races or performing lower than other demographic groups on the Smarter Balance Assessments.



- The student groups that identify as Black/African American, Latinx, and Two or More Races or performing lower than other demographic groups on end of year report card standards.



- In the 2018-2019 Staff Building Climate Survey, only 25% of staff self-reported that they agree they had been provided the professional development necessary to engage in culturally-responsive practices. Additionally, only 22% of staff self-report that they agree they have instructional materials that reflect the cultural and ethnic backgrounds of district students.

Behavior:

- Students continue to self-report on the Social Emotional Survey (Panorama) that they have difficulty regulating their emotions successfully (only 46% of 3rd-5th graders, and only 36% of 6th graders). Less than half of all 3rd – 6th grade students said that they can, “Pull themselves out of a bad mood,” or “are able to stay calm when everybody around you gets angry.” Despite Lynnwood’s implementation of the Second Step Curriculum, these negative numbers have increased or stayed stagnant from the start of the school year.
- During onboarding, the principal collected information in the form of staff interviews from 48 staff members. Staff members mentioned Social Emotional Learning and difficulty with student behaviors 13 times as noted challenges, 15 times as perceived areas for whole building growth, and three times as a desired focus area for new administration this year. This was a top three identified trend/pattern out of all staff interviews.
- Currently, Lynnwood does not utilize a data system to track and monitor Behavior and discipline incidents. There is no current data as to trends or proportionality in student discipline. Additionally, there are no working systems of noting minor or major infractions that are utilized with fidelity by all building staff.

Culture & Climate:

- On the annual building survey, only 5% of staff agree that there is a sense of trust among staff. Additionally, only 2% agree that if a conflict arises between staff members, they deal honestly and openly with one another about the problem.
- During onboarding, the principal collected information in the form of staff interviews from 48 staff members. Staff members mentioned building climate issues amongst staff 30 times as noted challenges, 24 times as perceived areas for whole building growth, and 31 times as a desired focus area for new administration this year. This was the top identified trend/pattern out of all staff interviews.
- On the Roadmap Parent survey (Panorama), Lynnwood’s lowest scoring categories are School Communication Practices (61%) and School Engagement Practices (65%). The lowest performing questions are, “I am involved in making important decisions for my student’s school,” and “My student’s school or district helps me develop my leadership skills.”

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. Goal #1: Support Latinx students by learning about and implementing high leverage and culturally responsive instructional practices.

Rationale: It is clear from student achievement data (SBA and end of year report card grades) that Lynnwood's Latinx students more frequently perform below standard than other student demographic groups. For this reason, they have been selected as a focus group. Additionally, staff has identified a need for professional development around equitable practices. Professional development in the 19-20 school year caused inter-staff conflict and building climate issues. It is important for the building to push on in our equity work to serve all students, and to learn more about what Culturally Responsive Teaching Practices look like in application.

Goal #2: Support students by learning about and implementing social emotional regulation strategies and de-escalation techniques.

Rationale: Analyses of our social/emotional data from the 19-20 school year indicates that our students feel like they still struggle with regulating their emotions. While good gains were made on other areas of the survey this area continues to lag. Looking at this area closer, we realized that the Second Step program does not spend enough consistent review of this area. Antidotal evidence from classrooms that focus on emotional regulation (using Zones of Regulation) saw some success with their students.

Goal #3: Build a positive work and learning environment for staff (social, emotional, and intellectual safety).

Rationale: Analyses of our Annual Building Survey and Initial Principal Staff interviews indicate that our staff feel like the primary challenge for Lynnwood is a negative staff climate. There is a strong desire to build an inclusive community of kindness, positive relationships, cohesive teaming, trust, and comfort in voicing opinions. This goal has been identified by our building leadership team and was the number one request of the new principal's focus for the 19-20 school year.

C. Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 53%	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"/>
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If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:

Reading: 69%

Writing: 75%

Listening: 81%

Research/Inquiry: 72%

Section IV: Theory of Action

Theory of Action:

Goal #1: Support Latinx students by learning about and implementing high leverage and culturally responsive instructional practices.

If we:

- Have a better understanding of Culturally Responsive Teaching Practices
- Have identified a group of students to focus attention and provide intentional supports
- Build staff awareness of deep knowledge of students
- Assess student progress and parent feedback

Then:

- Students will have stronger relationships with instructional staff
- Students will have increased engagement and can more easily access learning
- Student will make gains in what they know and are able to do

Goal #2: Support students by learning about and implementing social emotional regulation strategies and de-escalation techniques.

If we:

- Have a better understanding of emotional regulation and its relationship to student achievement
- Know how to explicitly teach emotional regulation skills
- Assess gains in students' ability to effectively regulate their emotions

Then:

- Students will be better able to regulate their emotions
- Students will then be able to attend better to their academic work
- Student will make gains in what they know and are able to do

Goal #2: Build a positive work and learning environment for staff (social, emotional, and

intellectual safety).

If we:

- Work to set collaborative norms and shared expectations for staff professional conduct
- Uphold the Edmonds School District Communication Protocol
- Increase staff ability to have courageous conversations regarding disagreements, inclusivity of multiple perspectives, and student equity
- Assess staff perceptions of a positive work climate

Then:


- Staff will be better able to regulate their emotions
- Staff will be better able to collaborate as cohesive teams and prioritize student learning
- Student will make gains in what they know and are able to do

Rationale:

Multiple data points gathered in all goal areas (Culturally Responsive Teaching, Social Emotional Regulation, and Positive Staff Climate) support this theory.


The rationale for our work in Culturally Responsive Teaching rests in data captured from the Smarter Balanced Assessment and End of Year Report Card Scores. For the English Language Arts SBA 46% of 24 testing students showed proficiency. This equates to 13 students who did not meet standard. For the Mathematics SBA 50% of 24 testing students showed proficiency. This equates to 12 students who did not meet standard. Furthermore upon examining the Latinx group in comparison to other demographics, the Latinx group has the most students achieving in the “Well Below” performance range. On report cards, there exists an average of 77% of Latinx students having 1’s or 2’s for either/both English Language Arts and Math (more than any other demographic). We believe that if we develop staff knowledge around Culturally Responsive Teaching practices, we will: increase our knowledge of students and their unique needs, provide better scaffolds for students and increase engagement, drive a curriculum that better reflects the constituents we serve. These measures will increase student access to core curriculum, learning, and achievement. It will also increase family engagement and create a more welcoming, inclusive learning community. Research demonstrates that Culturally Responsive teaching helps strengthen student-teacher relationships and improve achievement because it allows educators to recognize implicit bias, grow in their interpersonal skills, and shape curricula around their students.

The rationale for including a goal around Social Emotional Regulation derives from data collected from the Student Social Emotional Survey (Panorama) and Initial Principal Staff



Interviews. Students self-report on the Social Emotional Survey (Panorama) that they have difficulty regulating their emotions successfully (only 46% of 3rd-5th graders, and only 36% of 6th graders). Less than half of all 3rd – 6th grade students said that they can, “Pull themselves out of a bad mood,” or “are able to stay calm when everybody around you gets angry.” During onboarding interviews, the principal collected information in the form of staff interviews from 48 staff members. Staff members mentioned Social Emotional Learning and difficulty with student behaviors 13 times as noted challenges, 15 times as perceived areas for whole building growth, and three times as a desired focus area for new administration this year. This was a top three identified trend/pattern out of all staff interviews. This data suggests that students are having difficulty self-regulating their emotions and that teachers need support in learning strategies to cope with student behaviors where the dysregulation is acute. Additionally, there are no working systems of noting minor or major infractions that are utilized with fidelity by all building staff or a data tracking system for behavior. We believe that if we work with intentionality to build emotional self-regulatory skills and create better systems for monitoring student behaviors, then our students will better be able to access their instructional environment and in doing so be able to engage actively in rich learning experiences across all content areas. Research demonstrates that today’s students are distracted, under a lot of pressure, and suffering from more mental health issues than ever before. Building emotional self-regulatory skills helps children to better process the information they are being taught, maintain a growth mindset, and use positive self-talk strategies when faced with challenging tasks.

The rationale for including a goal around strengthening staff relationships and building a positive work environment stems from data collected from the Annual Staff Building survey and Initial Principal Staff Interviews. On the annual building survey, only 5% of staff agree that there is a sense of trust among staff. Additionally, only 2% agree that if a conflict arises between staff members, they deal honestly and openly with one another about the problem. During onboarding, the principal collected information in the form of staff interviews from 48 staff members. Staff members mentioned building climate issues amongst staff 30 times as noted challenges, 24 times as perceived areas for whole building growth, and 31 times as a desired focus area for new administration this year. This was the top identified trend/pattern out of all staff interviews. This data suggests that staff are experiencing collegial conflict, and that Lynnwood can often feel like a negative place to work. Teachers need support in developing a healthy, positive work environment so they can feel most confident and capable in completing their job expectations and serve students. We believe that if we work with intentionality to build a climate that promotes social, emotional, and intellectual safety, that teacher efficacy will increase and student



achievement gains will follow. A focus on school climate can also encourage educators to create a more welcoming environment for effective family engagement. Research has shown that when school members feel safe, cared for, respected, valued, and engaged around common goals, learning measurable increases and staff retention and satisfaction grows.

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

- A. Whole School Achievement Goal(s):** Compared to 65% of assessed 3rd-6th grade students meeting standard on the English Language Arts portion of the state mandated test (Smarter Balanced Assessment) in Spring of 2019, 70% of students will meet standard in the Spring of 2020.
- B. Opportunity Gap Goal(s):** Compared to 46% of assessed 3rd-6th grade Latinx students meeting standard on the English Language Arts portion of the state mandated test (Smarter Balanced Assessment) in Spring of 2019, 51% of students will meet standard in the Spring of 2020.

Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
Culturally Responsive Teaching Practices		
Professional Development for all staff: Culturally Responsive Teaching and the Brain by Zaretta Hammond	Provide ongoing opportunities to receive CRTB training and discussion throughout the year. <ul style="list-style-type: none"> ● Facilitating Book Study & Professional Development Sessions by completing the CRTB Facilitator Online Tool Kit and by partnering with Student Learning (Kim Hunter) to design PD for LWE ● CRTB Spotlights in Staff Communications ● Discussion with Community & Students about Cultural Tree 9/13 (Assembly) & 9/19 	Ongoing through 2019-2020 school year, continued into the 2020-2021 school year.

	<p>(Curriculum Night)</p> <ul style="list-style-type: none"> ● Support Facility Changes to create a welcoming learning environment for students by completing a building walk with staff and students ● Compose, Survey, & Review Staff PD Survey 	
<p>Identify & Create Data Profiles for Students within Latinx Focus Group for the 19-20 school year. Create Grade Level Team Plans of Action for engaging focus students using CRTB practices.</p>	<ul style="list-style-type: none"> ● Build Data Literacy of Leadership Team using data platforms and assessments to identify focus sub-group of students- Latinx ● Build Data Profiles using existing data sources. ● Present focus groups to each classroom teacher/grade level. ● Facilitate team action planning to support Latinx students. 	<p>Dates to Collect Data: 10/18, 10/2</p> <p>Dates to Present Data to Staff: 10/4</p>
<p>Teachers begin to plan using high level strategies starting with: building knowledge of students by accessing prior knowledge.</p>	<ul style="list-style-type: none"> ● Prepare staff during BOY conferences and on 10/4 that a 'look for' during administrative walk through's and during scheduled observations is the teaching practice of accessing students' prior knowledge. ● Model strategy on 10/4 Building Day. ● Create and Share out Informal Walk-through tool ● Provide staff informal feedback and coaching conversations as to what was seen during informal walk through/observations ● Discussion with Community & Students about Family Cultural Trees at Winter Assembly (Date TBA) and in November School 	<p>Dates to Collect Staff Input: 10/2-10/21</p> <p>Dates to Review Data: ILT & Staff Meeting 10/16 & 10/30</p>

	<p>Newsletter</p> <ul style="list-style-type: none"> ● Facilitate Review and Staff Reflection of Student/Family Cultural Trees ● Facilitate teacher action plans of bringing socialization, micro aggressions, or institutional racism conversations into the classroom with students ● Facilitate and take notes from group discussion regarding alignment of Second Step and Amplify with LWE Culture. ● Compose, Survey, & Review Staff PD Survey ● Prepare staff during observation rounds that 'look for' during administrative walk through's and scheduled observations is non-deficit language. ● Model strategy during 1/22 Staff Meetings (and all staff meetings) ● Create and Share out Informal Walk-through tool ● Provide staff informal feedback and coaching conversations as to what was seen during informal walk through/observations 	
<p>Create Family Cultural Survey for Conferences.</p>	<ul style="list-style-type: none"> ● Facilitate staff development of survey (content & operations) ● Edit/Modify Staff Survey Input and Create Formal/Final Copy of Conference Survey ● Create Finalized Google Family Cultural Survey ● Facilitate staff implementation 	<p>Dates to Collect Staff Input: 10/4</p> <p>Final Survey Received by Staff: 10/7</p>

	<p>of survey during conferences</p> <ul style="list-style-type: none"> ● Facilitate staff review of collected data at staff meeting and compare/revise/modify data action plans. 	<p>Dates to Collect Staff Input: 10/21-10/25</p> <p>Survey Reviewed by Staff: 10/30</p>
Stories from Around the World	<ul style="list-style-type: none"> ● Work with Librarian and Family Engagement Liaison to plan series of afterschool reading events for students and families ● Invite all K-2 students, with a specialized invitation to EL and Latinx families ● Partner with Natural Leaders, K-2 teachers, and guest speakers to program Culturally Authentic Literacy events that showcase different locations around the world ● Collect attendance/participation data and survey family at the end of series for feedback 	Ongoing through 2019-2020 school year.
MTI Data Planning Day: Review Create Data Profiles for Students within Latinx Focus Group for the 19-20 school year. Review Grade Level Team Plans of Action for engaging focus students using CRTB practices and plan for needed interventions.	<ul style="list-style-type: none"> ● Build Data & Assessment Literacy of Grade Level Teams using data platforms and assessments monitor progress of sub-group of students-Latinx ● Create Learner Centered & Practitioner Centered Problems. ● Facilitate team action planning & accountability measures to support Latinx students. 	<p>Dates to Collect Staff Input: 10/1-10/18 11/30-1/6</p> <p>Data Reviewed by Teams: 12/11, 1/29</p>
Create & Host a Latinx Parent Group	<ul style="list-style-type: none"> ● Partner with Marie Samy (Family Engagement Liaison) & 	Dates to Collect Family Input:

	<p>Tiffany Guzman to reinstate the Latinx Parent Club</p> <ul style="list-style-type: none"> ● Invite & Host Parents ● Help partner with other leaders to facilitate parent conversation and collect feedback regarding school and student issues/supports 	<p>Ongoing- Monday Mornings from 9-11</p> <p>Dates to Review Data: Equity Team 11/18, 12/9, 1/13</p>
<p>Equity Café: Teachers engage in optional -CRTB strategy drop-in learning sessions and participate in ongoing Equity Conversations Building Cultures between Home & School, Creating Multicultural Learning Communities, Implicit Bias Research.</p>	<ul style="list-style-type: none"> ● Schedule & Facilitate Equity Café Sessions ● Create Clock hour course for sessions to incentivize teachers for participating ● Accrue Aligned Equity Resources that align with CRTB professional development ● Host and facilitate conversation around literature and CRTB/Equity practices 	<p>Ongoing through 2019-2020 school year.</p>
<p>Family Engagement Focus Group</p>	<ul style="list-style-type: none"> ● Partner with Sally Guzman to facilitate year two of Family Engagement Feedback Cycle of Inquiry ● Research and Model Parent Feedback Nights after Oak Heights's 2018-2019 structure (two events, round-table interviews, staff members script feedback) ● Facilitate disaggregation of parent feedback data ● Create Action plan with Family Engagement Equity Team Leads to improve school-family 	<p>Twice in the Spring, Dates TBD</p>

	partnership <ul style="list-style-type: none"> ● Host a 2nd Family Session (and repeat entire process) 	
FAME(Family Multicultural Event)	<ul style="list-style-type: none"> ● Partner with PTO to create planning committee ● Designate time with Family Engagement Liaison and Family Engagement Team Leads to plan event ● Advertise event with students, families, & staff ● Build Staff buy in and leadership for the event ● Host the event ● Collect feedback for next year's planning 	May 21, 2020

Key Improvement Action	Description	Timeline
Social Emotional Regulation		
Continue staff learning around Social-Emotional Learning and implementation of systems and strategies using the Second Step Curriculum (Tier I).	<ul style="list-style-type: none"> ● Facilitate Student Intervention Coordinator & Counselor Training with Darcy Becker ● Facilitate Administrator/Counselor/Student Intervention Coordinator Second Step Online Training Module ● Facilitate Implementation Schedule ● Facilitate and Review Implementation Survey with all Staff ● Partner with Student Intervention Coordinator to write messaging for Monday Memo's, Student 	<p>Training with Darcy 8/29</p> <p>Online Training Module & Implementation Plan Created 10/31</p> <p>Implementation Survey Completed 10/31</p> <p>Data Reviewed by the MTSS-B Team by 11/25</p>

	<p>Announcements, and Family Monthly Newsletters</p> <ul style="list-style-type: none"> ● Build in Second Step to Assembly ● Ask Classrooms to tier their students to inventory ● Conduct End of Year Implementation Survey with all Staff ● Review Staff Survey Results & Action plan (goal setting) for 2020-2021 school year 	
<p>Review and update School Wide Student Behavioral & Discipline Systems (Tier I, II, & III)</p>	<ul style="list-style-type: none"> ● Facilitate the review of existing behavior/discipline documents ● Help provide resource documents to create/update Minor/Major infraction slips & reporting system ● Budget for/send to print shop all Behavior slips in Triplicate ● Orient, Train, and Collect Feedback from staff on new systems ● Attend SWIS training ● Create a behavior response team for daily Tier II & Tier III support ● Calendar and have a system of reviewing Behavior Discipline Data and Student support needs (weekly meeting with Student Intervention Coordinator, weekly meeting with Behavior response team- SinC, Counselors, & Title) ● Creation of Pawesome Slips— Positive Reward Slips 	<p>Attend SWIS Training 10/4</p> <p>Staff Meeting Discipline Review: 9/11</p> <p>MTSS-B Meetings: 9/23</p> <p>Creation of Behavior Response Team & Calendared Check-in's 10/11</p>
<p>Review, analyze, and create an action plan around 2019 Spring Panorama SEL</p>	<ul style="list-style-type: none"> ● Help to implement Panorama Survey Window with classroom teachers (especially 3rd-6th grade) 	<p>Review 2019 Spring SEL Data 8/23</p>

<p>Student Survey. Implement the Fall SEL Student Survey (Tier I).</p>	<ul style="list-style-type: none"> ● Facilitate staff review of SEL survey data ● Facilitate creation of action planning to address survey results 	<p>Implement Fall SEL Survey 10/1-10/11</p> <p>Review Fall SEL Survey Data 10/27</p>
<p>Implement the Mid-Year SEL Student Survey (Tier I). Review, analyze, and create an action plan around Survey Results.</p>	<ul style="list-style-type: none"> ● Help to implement Panorama Survey Window with classroom teachers (especially 3rd-6th grade) ● Facilitate staff review of SEL survey data ● Facilitate creation of action planning to address survey results. 	<p>Mid-year, Survey Window TBD by the District</p>
<p>Implement Zones of Regulations Building Wide (Tier I, Tier II, Tier III)</p>	<ul style="list-style-type: none"> ● Help Facilitate and Provide Budget for Zones of Regulation Resources for Counselor/Psychologists to introduce to all classrooms ● Oversee the deployment of schedule/completion of Zones of Regulation staff/student training ● Provide resources for Building-Wide visuals (posters, badge visuals, tool kits) ● Ask Counselors to collect staff feedback as to implementation and building needs. 	<p>Zones of Regulation Training Completed by 11/30</p> <p>Staff Zones Feedback Survey Collected by 12/18 Reviewed by 1/24</p>
<p>Implement MTSS-B Team to conduct needs assessment for SEL (utilizing TIPS tools) and the MTSS-B Equity team leads to monitor student disproportionality in data.</p>	<ul style="list-style-type: none"> ● Facilitate Monthly Data Collection using SWIS through Student Intervention Coordinator (additionally track, quarterly & annually) ● Facilitate Problem Solving TIPS Worksheet with SEL team to identify problem behaviors and action plans to reteach 	<p>Ongoing through 2019-2020 school year.</p>

	<p>expected student behaviors</p> <ul style="list-style-type: none"> ● Facilitate monthly review of SWIS data to assess potential disproportionality of data among different student demographics. 	
Implement the 2020 End of Year SEL Student Survey (Tier I). Review, analyze, and create an action plan around Survey Results.	<ul style="list-style-type: none"> ● Help to implement Panorama Survey Window with classroom teachers (especially 3rd-6th grade) ● Facilitate staff review of SEL survey data ● Facilitate creation of action planning to address survey results. 	Mid-year, Survey Window TBD by the District
Complete the PBIS/MTSS-B Tiered Fidelity Inventory to assess building strengths, needs, and plan for 2020-2021.	<ul style="list-style-type: none"> ● Facilitate & Research PBIS Model and Tiered Fidelity Inventory Resources with Student Intervention Coordinator ● Facilitate the Implementation of a School-Wide Tiered Fidelity Inventory for PBIS systems with Student Intervention Coordinator, MTSS-B Team, and District PBIS Partners ● Facilitate team review and action planning around TFI Results. 	<p>Complete Research of TFI Structure, Implementation, & Resources 1/30</p> <p>Implement School Wide Tiered Fidelity Inventory 4/30</p> <p>Create PBIS Action Plan with Goal Setting around TFI results 5/30</p>

Key Improvement Action	Description	Timeline
Positive Work & Learning Environment		
Collect and Analyze First 90 Days Staff Interviews.	<ul style="list-style-type: none"> ● Structure Interview Questions for all staff based upon <i>The First 90 Days</i>. ● Interview all existing LWE staff. ● Disaggregate Interview 	<p>Interview Collection Date 7/1-8/15</p> <p>Data Analysis by</p>

	<p>Responses to quantify and identify patterns & trends (forming Administrator knowledge).</p> <ul style="list-style-type: none"> ● Disaggregate Interview Responses with Leadership team to quantify and identify patterns & trends (confirming Administrator knowledge). ● Develop Action Plan around Focus Areas ● Share results with Staff during Pre-Service Time 	<p>8/22- Administrator 8/23- Leadership Team</p> <p>Share Leadership Team Results with Staff 9/3</p>
Analyze 18-19 End of Year Building Climate Survey	<ul style="list-style-type: none"> ● Request 18-19 LWE Annual Building Survey Results ● Meet with Brandon Lagerquist to partner analyze survey results ● Utilize Annual Building Response Survey Data to highlight LWE strengths and weaknesses ● Compare focus areas with patterns/trends from <i>First 90 Days</i> staff interviews. ● Develop Action Plan around Focus Areas and combine with <i>First 90 Days</i> plan. 	<p>Meet & Analyze Survey with Brandon Lagerquist 9/25-Meet 10/15-Complete Analysis</p>
Create & Distribute Fall Building Climate Survey as a Pre-Assessment (Baseline) & Post Assessment	<ul style="list-style-type: none"> ● Work with Brandon Lagerquist to design Fall Building Climate Survey ● Create Building Survey using Google Survey ● Deploy & Facilitate Survey with Staff at a designated staff meeting. ● Utilize Annual Building Response Survey Data to highlight Fall strengths and weaknesses ● Compare focus areas with 	<p>Meet & Create Building Climate Survey with Brandon Lagerquist 9/25-Meet 10/8-Create Google Survey</p> <p>Deploy Survey with LWE Staff 10/9</p> <p>Data Analysis Completed by</p>

	<p>patterns/trends from <i>First 90 Days</i> staff interviews & 19-19 Survey Results.</p> <ul style="list-style-type: none"> ● Develop Action Plan around Focus Areas and combine with other survey/interview data. ● Share data out with staff 	<p>10/11</p> <p>Share Survey Results with Staff and Discuss with Climate Committee 10/30-shared with staff</p> <p>Deploy Survey with LWE Staff Date TBD</p>
<p>Create Social Committee with intentional measures to build staff rapport, positive climate, & trust</p>	<ul style="list-style-type: none"> ● Formulate Committee ● Set Year-long Committee Goals ● Prioritize staff celebrations, condolences, and positive socialization ● Create bank account for social committee collected funds ● Create Plan for recognizing staff birthdays 	<p>Ongoing</p>

Plan for Years 2 & 3

2020-2021:

- Continued focus on increasing capacity to support our Latinx students and other student demographic groups. Our professional learning plan will continue to focus on Culturally Responsive Teaching strategies that support all students.
- Continued focus on classroom and school wide positive behavior supports that create a safe and productive learning environment.

2021-2022:

- Continued focus on increasing capacity to support our Latinx students and other student demographic groups. Our professional learning plan will continue to focus on Culturally Responsive Teaching strategies and begin to transition into supporting English Language Learners.
- Specific action planning around serving students who have experienced Trauma and preventing disproportionality in discipline data for different demographic groups.

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"> <input checked="" type="checkbox"/> Utilize Instructional Coaching- Partnering with Megan Hendrickson around providing individual supports for staff and district directed training (Running Records and new ELA Curriculum) <input checked="" type="checkbox"/> Additional Learning Time within the School Day-Targeted interventions through Learning Support, Use of Intervention Curriculum (95%) <input checked="" type="checkbox"/> After School Programs- Partnering with afterschool homework club, Hora de Vencer 	<p>Ongoing through 2022</p>

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Family Involvement at School (and outside of school)- Increasing Parent Volunteering and attendance at events, Title/ELL Night, Parent Groups (Equity, Feedback, and Latina Mom’s Group) <input checked="" type="checkbox"/> Targeted Professional Learning-District Provided Training (Running Records & new ELA Curriculum) <input checked="" type="checkbox"/> Professional Learning Communities-Intentional staff meeting time set aside for Grade Level teams to collaborate <input checked="" type="checkbox"/> Other: Aligning Curriculum and Using with Fidelity 	
<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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Class Placement Meetings in the Spring. <input checked="" type="checkbox"/> Spring MTI to support conversations about student learning and intervention plans. <input checked="" type="checkbox"/> Team Meetings with receiving teacher. 	Spring 2020
<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</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Night <input checked="" type="checkbox"/> Communication Strategies with all staff to communicate what students know, what they are learning and how families can 	Ongoing through 2022

interventions and strategies being used and strategies for improving the student's reading skills at home.

support their student.

☒ Student Conferences

☒ Stories Around the World Events

☒ Title/LAP/ELL Learning Nights (2-3x)

☒ Open House

Section VII: Grade Level/Specialist/Department Goals

The goals included here must align to the SIP goals. Ideally, all certificated staff would identify goals for their team (or themselves) related to the SIP goals, and these would also be closely related to their student growth goals used in evaluation — this isn't required. To be submitted/updated by 10/31 when student growth goals are received by certificated staff.

Grade Level/Department/Team:

Goal:

We will measure this formatively by:

We will measure this summatively by:

Action steps we will take to meet our goal:

(Specific actions toward improving instructional practice must be part of the action plan.)

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