Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Lynnwood High School

Year: 2020-21

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 2024 while decreasing all opportunity gaps in these rates.

2021 = 85%
2022 = 90%
2023 = 93%
2024 = 95%

School Demographics:

2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	1412	NA	**Two or More Races**	122	8.64
American Indian/Alaskan Native	5	.35	**English Language Learners**	201	13.79

Asian	**296**	**20.96**	**Homeless/ McKinney-Vento**	**19**	**1.3**
Black/African American	**102**	**7.22**	**Low Income**	**638**	**43.78**
Hispanic/Latino	**386**	**27.33**	**Section 504**	**69**	**4.73**
Native Hawaiian/Other Pacific Islander	**16**	**1.13**	**Students with Disabilities**	**198**	**13.58**
White	**485**	**34.34**	**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.

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.

NOTE: COVID 19 dramatically shifted the work and key strategies we were implementing as a system. Prior to COVID, our school Equity Team led the development of our SIP with our key strategies being:

>*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)

We do not want to lose the focus on these strategies but, in the context of COVID, and the delivery of remote learning, have changed our key strategies to:

>*Remote Learning: Growth in the development of delivering instruction and services in the remote environment.
>*SEL: Growth in the development and delivery of Social Emotional learning and services for our students.

For our SIP, we have noted this change in strategy with an asterisk inside parenthesis (*remote* example) to indicate the remote environment challenge and shift in strategy. Once/when back to in-person instruction we will go back to our original goals created.

Goal:	Narrative Reflection:
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	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 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)

+ = Met goal for school year (5% growth)

Student Group	2015-16 GPA	2016-17 GPA	2017-18 GPA	2018-19 GPA	2019-20 GPA	2020-21 Goal
American Indian/Native Alaskan	1.7	2.27	+2.38	2.25	1.8	2.0

Asian	3.07	3.16	3.16	3.15	+3.31	3.34
Black/African American	2.3	2.6	+2.69	2.58	+2.75	2.81
Hispanic	2.2	2.32	2.38	2.34	+2.45	2.52
Native Hawaiian/Pacific Islander	2.1	2.3	+2.46	2.2	2.1	2.2
Multi-Racial	2.6	2.64	2.66	2.53	+2.8	2.86
White	2.7	2.87	2.90	2.77	+2.88	2.9
Free and Reduced	2.5	2.55	2.52	2.51	+2.59	2.66
Special Education			2.51	2.58	+2.7	2.76
English Language Learner			2.28	2.24	+2.66	2.72
504				2.4	+2.48	2.55
Male	2.4	2.53	+2.65	2.59	+2.6	2.67
Female	2.8	2.93	2.95	2.81	+2.99	3.04
All	2.6	2.78	2.80	2.66	+2.79	2.85

Student Group	2015 -16 Passage Rate %	2016-17 Passage Rate %	2017-18 Passage Rate %	2018-19 Passage Rate %	2019-20 Passage Rate %	2020-21 Passage Rate %
American Indian/Native Alaskan	91.67	91.34	74.33	72.91	70	75
Asian	95.62	96.05	94.49	94.59	+95	95.25
Black/African American	88.03	88.13	+89.82	86.54	+87	87.65
Hispanic	86.45	87.2	86.43	84.3	+87	87.65
Native Hawaiian/Pacific Islander	71.43	85.11	+93.32	75.64	70	75
Multi-Racial	93.45	89.88	89.03	+92.62	+93	93.35
White	92.83	91.83	+92.74	90.75	+92	92.4
Free and Reduced	87	88.14	88.27	+89.5	88	88.6

Special Education			90.51	89.97	+91	91.45
English Language Learner			83.85	83.71	+86	86.7
504				87.07	87	87.65
Male	89.86	90.46	89.30	88.53	+89	89.55
Female	93.5	92.61	92.78	91.06	91	91.45
9th Grade	*	91.53	+92.56	90.98	91	91.45
12th Grade	*	96.82	95.24	91.77	92	92.4
All	90.59	91.92	91.12	89.73	+91	91.45

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?

(*Remote* Our School Equity Team is still leading the direction of our SIP. As we entered into the closure last spring, our Equity team meet to discuss the greatest areas to focus our support for students and staff. From that work, our Equity team

created four sub-groups that all fall under the umbrella of SEL and remote learning. These teams are:

Equity Team Sub-Committees
Remote Learning (eCurriculum): Equipping staff with PD and tools to deliver effective remote instruction. Examining tools and resources students need to be successful learners in the remote setting.

Social Emotional Learning: Equipping staff with knowledge and tools for successful delivery of SEL in the classroom and spaces we work with students. Examining SEL student data and planning response to student needs.

Student Engagement: Examining data and planning response and support/intervention for students who are struggling to engage.

Family Engagement: Working with families on best ways to communicate and engage in remote setting. Planning of events to hold for support and also to listen and learn. Working with families to eliminate barriers and address needed supports.)

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

❏ 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. (*Remote* Will need to see if/how state testing will be offered if still in the remote environment come spring.)	

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 school administration and leadership provide time and resources to...

-Promote and create a school wide focus on learning instructional strategies that challenge and engage linguistically and culturally diverse learners
-Promote and create a school wide focus on learning and training for restorative practices
-(*remote* promote and create staff learning on best practices, resources, and tools to delivery high quality remote instruction)
-(*remote* promote and create a school wide focus on incorporating social emotional learning instructional strategies in the school day)

If teaching staff implement...

-Instructional strategies that challenge and engage linguistically and culturally diverse learners

-Restorative practices in the classroom

-(*remote* High quality remote instruction)

-(*remote* Social emotional learning in the school day)

Then, we will increase our on-time graduation rate to 95% by 2023 (while decreasing all opportunity gaps as indicated on our school goal chart above, including passage rate and GPA goals).

2021 = 85%

2022 = 90%

2023 = 93%

2024 = 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.

(*remote* Teaching in a remote environment is a brand new challenge for most of our staff. Equipping staff with the resources, tools and learning to do this well needs to be a top priority as indicated by staff and OSPI).

(*remote* We are in a pandemic. Our students are more isolated than ever. While Social Emotional Learning (SEL) has always been important, never before have we seen the need as strong. This also happens to align with guidance from OSPI and our district leadership).

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

*See section II table for more information and details on school goals

A.   Whole School Achievement Goals:

90.24 passage rate, 2.72 GPA, and 85% graduation rate for 2020-21. By 2024 our graduation rate will reach 95%.

B.   Opportunity Gap Goals:

Students who are Black – 87.65 passage rate, 2.8 GPA, and 85% graduation rate. By 2024 graduation rate will reach 95%.

Students who are Hispanic – 87.65 passage rate, 2.52 GPA, and 85% graduation rate. By 2024 graduation rate will reach 95%.

Students who are in ELL – 86.7 passage rate, 2.72 GPA, and 85% graduation rate. By 2024 graduation rate will reach 95%.

C.   Connections to Blueprint 2025 Metrics –

On-time graduation rate is our keystone goal with GPA and passage rate goals as formative assessment goals to support.

D.   Social Emotional Learning Focus –

All teaching staff will be provided training and permission to incorporate SEL teaching strategies into their classroom lessons and structure. All staff will learn SEL strategies and implement those into their work with students. We will monitor student emotional wellness through monthly surveys to gather both macro and micro level data on how our students are doing and plan responses and future SEL learning accordingly.

Section VI: Action Plan

Plan for 2020-21:

Key Improvement Action	Description	Timeline
Focus on training and equipping all staff in the use of SIOP.	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.	Ongoing through 2020-21 school year

Focus on restorative practices	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. 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)	Ongoing through 2020-21 school year
Focus on creating an empowering culture	Our school equity team will work to address systems and create structures that support this improvement action	Ongoing through 2020-21 school year

Plan for Years 2 & 3:

(*remote* While in remote learning, our school wide focus will be on SEL and remote learning growth. Once we are back to in-person instruction, we will bring our school wide focus back to SIOP, restorative practices, and culturally responsive policies and practices. We will adjust the timeline below once we are back to in-person instruction.)

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

During remote learning all department goals are written as follows –

Goal:

*Increase our passage rate, GPA, and graduation goals by 5% as defined earlier in our SIP.

We will measure this formatively by:

Quarterly grades, formative classroom assessments, and demonstration of learning through daily activities.

We will measure this summatively by:

Semester grades

Action steps we will take to meet our goal:

Key Strategy:
*Focusing department learning on best practices, resources, and tools to delivery high quality remote instruction
*Implement Social Emotional Learning and strategies in all classrooms and spaces our students interface with
*Take learned strategies of remote learning and SEL and implement in the classroom. Collaborate with PLCs on our implementation and monitor data on our progress.

When remote learning ends, departments will examine and adjust the goals set below for the 19-20 school year for their new 20-21 goal.

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 SIOP 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 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 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