



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Lynnwood Elementary**

**Year: 2020-21**

## **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:**

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	564	NA	Two or More Races	62	10.99%
American Indian/Alaskan Native	6	1.06%	English Language Learners	140	24.82%
Asian	108	19.15%	Homeless/McKinney-Vento	7	1.24%
Black/African American	38	6.74%	Low Income	247	43.79%
Hispanic/Latino	140	24.82%	Section 504	14	2.48%
Native Hawaiian/Other Pacific Islander	2	0.35%	Students with Disabilities	74	13.12%
White	208	36.88%	Student Mobility	10	1.77%

\*The data in this table is from the 19-20 school year.

### Student, Family and Community Involvement in Plan:

Interactions with families have informed the school improvement plan and annual plan of action. Intentional feedback has been sought and analyzed regarding next steps in serving students and families.

- Family Engagement Groups: Parent & Teacher Organization, Equity Team, Natural Leaders
- Seeking Family Input & Feedback: Road Maps (Panorama Survey 18-19) & Parent Feedback Group, Family Cultural Survey (19-20)
- Family Events: Learning Management Support Night, Multicultural Night, STEAM Night, Literacy Night, Title/LAP Family Engagement Nights
- Monthly Newsletter
- Family Connection Meetings and Parent-Teacher Conferences

It is our goal for spring of 2021 to have a more thorough and strategic input process which better includes parent input and collaborative partnership in the make-up of our next year's SIP plan.

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

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

<b>Goal (restate the goals, whole school and opportunity gap group goals)</b>	<b>Narrative:</b>
<p><b><u>Whole School Goal:</u></b> 70% of students will meet standard on the English Language Arts Smarter Balanced Assessment in the spring of 2020.</p>	<p>In 2019-2020, our school did not meet the whole school goal.</p> <ul style="list-style-type: none"> <li>● Due to the closure for the COVID-19 Pandemic, the Smarter Balanced Assessment was cancelled.</li> <li>● Without SBA Data, we turned to the following other data sources which presented obstacles at the end of the school year:               <ul style="list-style-type: none"> <li>● End of Year Report Card Data (Not required by the district)</li> <li>● Running Records Data &amp; Benchmark Comprehensive Assessment (Running Records was a new assessment to our district this year. Upon collecting this data, we realized that LWE lacked fidelity in implementing these assessments and logging the data into Homeroom. Additionally, end of year running records and comprehensive assessments were not collected due to Closure.)</li> </ul> </li> <li>● Student Placement Data- Classroom teachers reported end-of-year reading Levels for 3<sup>rd</sup>-5<sup>th</sup> Grade</li> <li>● Winter Report Card Scores for 6<sup>th</sup> Grade</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>In combining LWE end-of year reading levels and report card scores as best we can, our overall proficiency for 3<sup>rd</sup>-6<sup>th</sup> grade is 36% proficient.</b></li> </ul> <p><b>Our school did not hit our target goal for number of reasons:</b></p> <ul style="list-style-type: none"> <li>● A curriculum with deficits in meeting all of the CCSS Standards</li> <li>● A newly adopted Assessment (Running Records)</li> <li>● Lack of fidelity in implementing the curriculum and assessments (and recording the data)</li> <li>● Not providing a guaranteed and viable curriculum</li> <li>● Lacking understanding of MTSS and a system (collaboration, master schedule, process for reviewing and acting upon data) for intervention which supports Tier 2 and Tier 3 students</li> <li>● Other issues competing with instructional attention: New administration, staff climate issues, serving Tier 2/3 Behavioral needs</li> <li>● Lack of instruction during the COVID-19 Closure</li> </ul>
<p><b><u>Opportunity Gap Group Goal:</u></b> 51% of Latinx/Hispanic students will meet standard in the English Language Arts Smarter Balanced Assessment in the spring of 2020.</p>	<p>In 2019-2020, our school did not meet the opportunity gap group goal. (See data obstacles provided above.)</p> <ul style="list-style-type: none"> <li>● <b>In combining LWE end-of year reading levels and report card scores as best we can, our overall proficiency for 3<sup>rd</sup>-6<sup>th</sup> grade Latinx/Hispanic students is 17% proficient.</b></li> </ul> <p><b>Our school did not hit our target goal for number of reasons:</b></p> <ul style="list-style-type: none"> <li>● See Whole School Reasons Above</li> <li>● Further professional development is needed in Culturally Responsive Teaching Practices</li> <li>● Further professional development and accountability is needed for supporting students who are English Language Learners.</li> </ul>



**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 ELA SBA and for LWE's Latinx/Hispanic group are still needed areas of focus.
- Additionally, much work is still to be done supporting Social Emotional Learning & Behavior and Culture and Climate (both for students/families and staff)

**What impact did the school closure have on your school's improvement work? With regards to your action plan, what steps were you able to complete or maintain; what steps you unable to complete?**

**Academics:**

- **Measures of progress:**
  - *Opportunity Gap Goal:* Identifying Focus Group through shared data and Team Action Plans
  - *Culturally Responsive Teaching:* Focus on building background knowledge, Individual vs. Collective & Written vs. Oral traditions, Cultural Trees, Implemented and Analyzed Family Cultural Survey in order to know students and families better, Principal Learning Network Walk Through
  - *Literacy Opportunities:* Stories around the World Literacy After School Family Engagement Program, Title/LAP Family Engagement Event
- **Obstacles Due to Closure:**
  - *Curriculum and Assessment:* We were unable to collect much of our end of year assessment data regarding proficiency in English Language Arts
  - *Culturally Responsive Teaching:* Professional Development focused specifically on deficit language and micro aggressions was cancelled
  - *MTSS:* It was our intention to utilize MTI funds to provide Staff Professional Development regarding Multi-Tiered Systems of Support and intervention which was cancelled

**Behavior:**

- **Measures of progress:**
  - *Systems:*
    - Reviewing and Updating Existing Behavior/Discipline Documents



- Adopting SWIS platform and system of discipline documentation. Use of data to inform disproportionality in discipline.
- Tiering Inventory of Student Behavior
- Implementation of SEL Panorama Survey
- *Second Step Curriculum*: Build in communication in family newsletters and student announcements

### **Culture & Climate:**

- **Measures of progress:**
  - *Culturally Responsive Teaching*: Developed a Staff and Student/Community Cultural Tree, Building Walk “Creating a Welcoming Environment” which drove the adoption of a gender neutral restroom & adding languages to our ‘Welcome Wall’
  - *Family Engagement*: Monthly Family Multicultural Club
  - *Staff Climate Work*: Staff Survey, 1:1 Interviews, Creation of Climate Committee, Partnership with ESD & EEA Leadership, Partnering with Climate & Equity Consultant, Social Committee, Updated Staff Lounge, Intentional Principal-Led Staff Positivity Building (team-building activities, Cat Kudos, Staff Shout-out’s, social events)
- **Obstacles Due to Closure:**
  - *Family Engagement*:
    - Our first meetings with parents on our Equity team were cancelled
    - Our Parent Feedback Groups (Road Map Survey follow up) were cancelled
    - Our multicultural event was cancelled
  - *Staff Climate Work*: End of Year Building Survey was cancelled

## **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:**

- Lynnwood has strong, effective teachers and classified staff.

- In 19-20, our staff was able to onboard: the Amplify Science curriculum, Running Records Assessment, and shift to teaching in a distance learning context due to the COVID-19 Pandemic

## **2. Behavior:**

- Over the course of the last year, we have been able to firm up systems for collection and reporting of data using: Infraction forms, SWIS, and regular Equity meetings to action plan around disproportionality of student data.
- LWE currently has a seasoned team in place to respond to unexpected student support needs and students with Tier 2 or Tier 3 behaviors.
- Initial measures of promoting the 2<sup>nd</sup> Step Curriculum whole school (through announcements and family newsletters) have been successful.
- Panorama: Lynnwood has seen overall growth in the areas of Emotion Regulation for all 3-5<sup>th</sup> graders and Social Awareness for 6<sup>th</sup> grade students on the Social Emotional Skills and Competencies Student Survey.

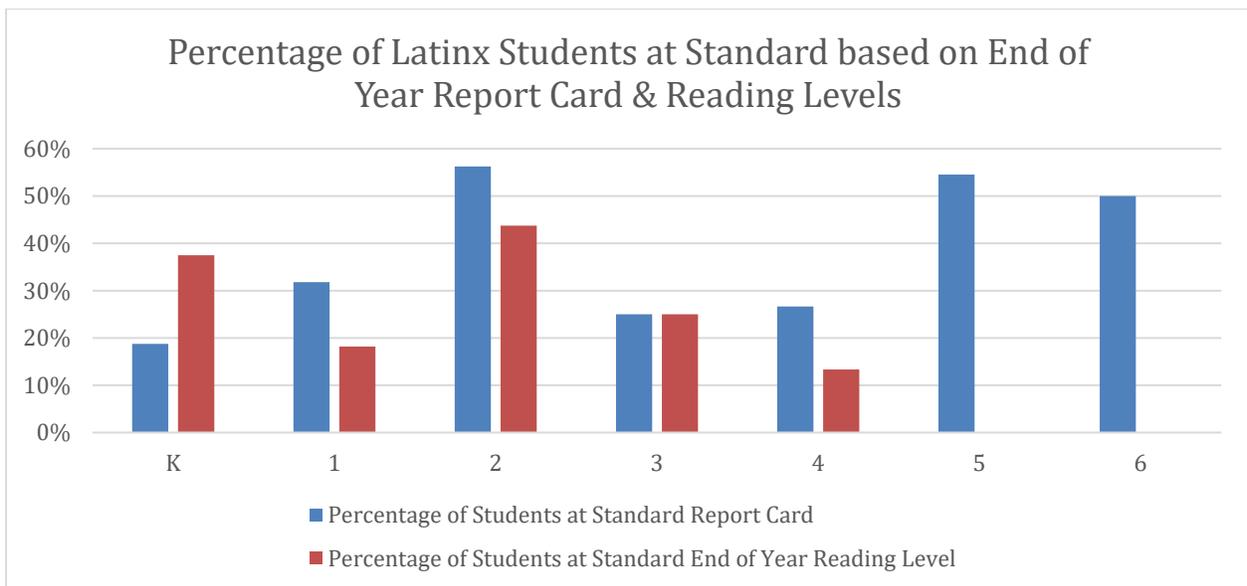
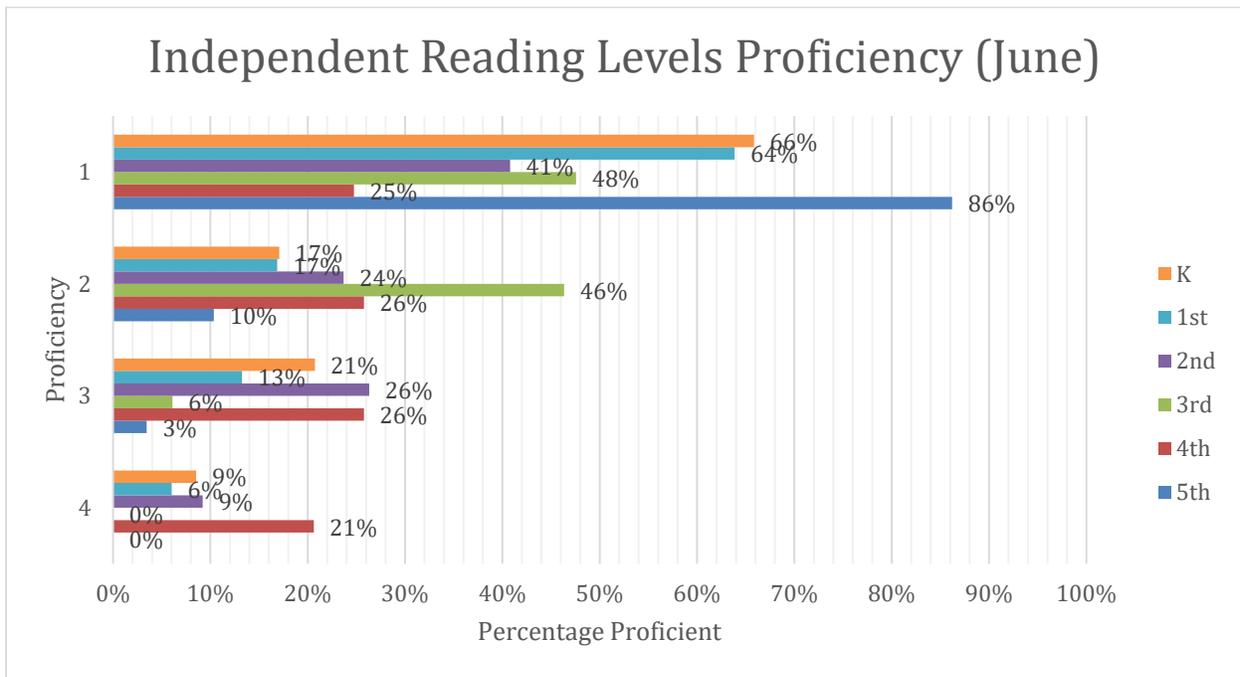
## **3. Culture & Climate:**

- Staff Climate Results Indicate:
  - 74% of Staff Agree/Somewhat Agree that: "Those whom I work with on a day-to-day basis confront problems and issues openly and directly."
  - 74% of Staff Agree/Somewhat Agree that: "Those whom I work with on a day-to-day basis work well as a team to accomplish shared goals."
- One to one interviews indicate that most staff are committed to the LWE Community and want it to be a better place.
- Panorama: Lynnwood continues to see positive student responses (77% favorable) regarding Teacher-Student Relationships on the Students Supports and Environment Student Survey.
- Data collected from Students from our Building Walk indicates that students feel like the school facility is welcoming, inclusive, and a positive place for students to learn.
- On the 18-19 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 18-19 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:

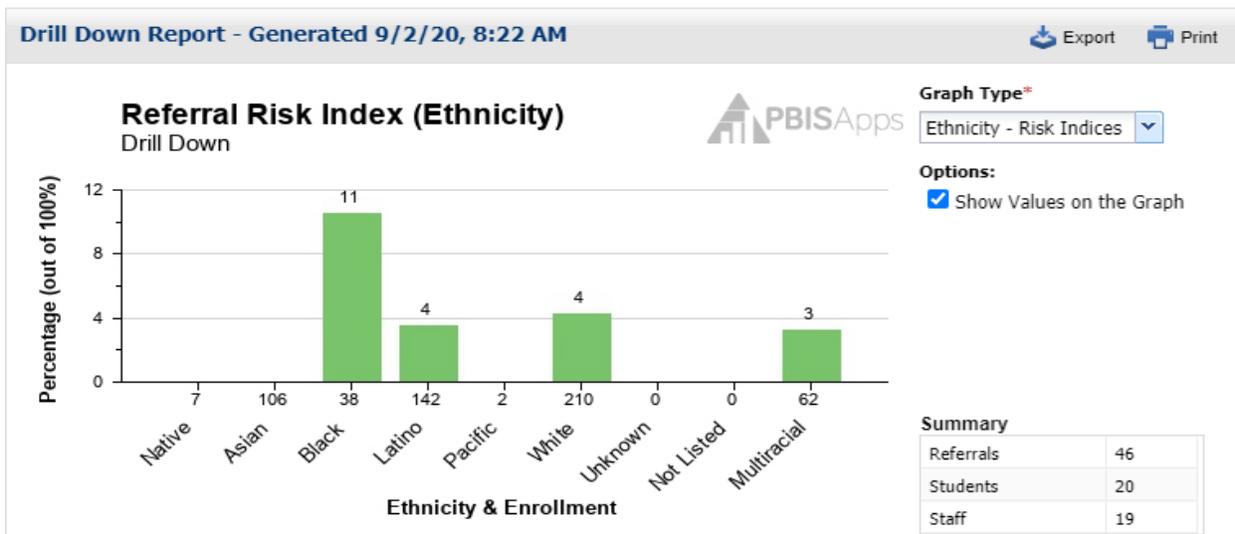
- This year, no grade level performed at 70% proficiency or above in English Language Arts, nor did our focus Latinx/Hispanic group of students. (\* Note that end of year Reading Levels were reported by teachers to the best of their knowledge for placement, not by a Running Records Assessment. Sixth grade reading levels were not collected)



- 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. While we had two sessions devoted to *Culturally Responsive Teaching and the Brain* this year, much learning still needed and yet to be done.

**Behavior:**

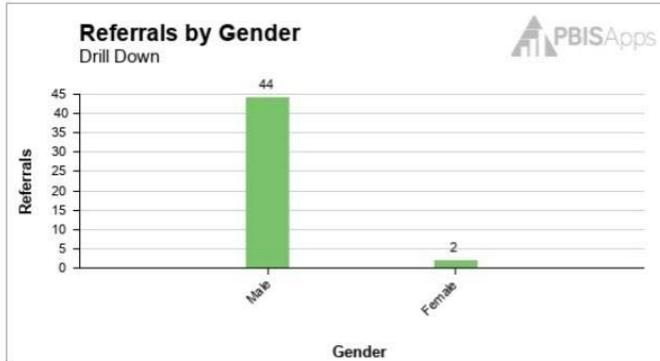
- Lynwood Elementary experienced 123 different students with at least one referral during the 2019-2020 school year.
- Currently Black/African American Students have an 11% risk referral which is much higher than other demographics of students and disproportionately high as compared to enrollment.



- Male students accounted for 97% of all exclusionary discipline and 89% of all referrals



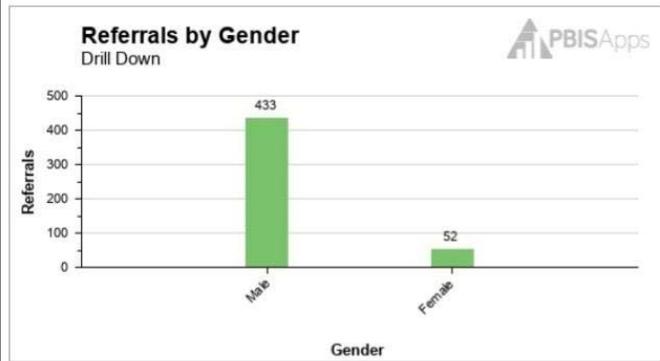
Swis Drill Down Report  
Gender



- Exclusionary Discipline:

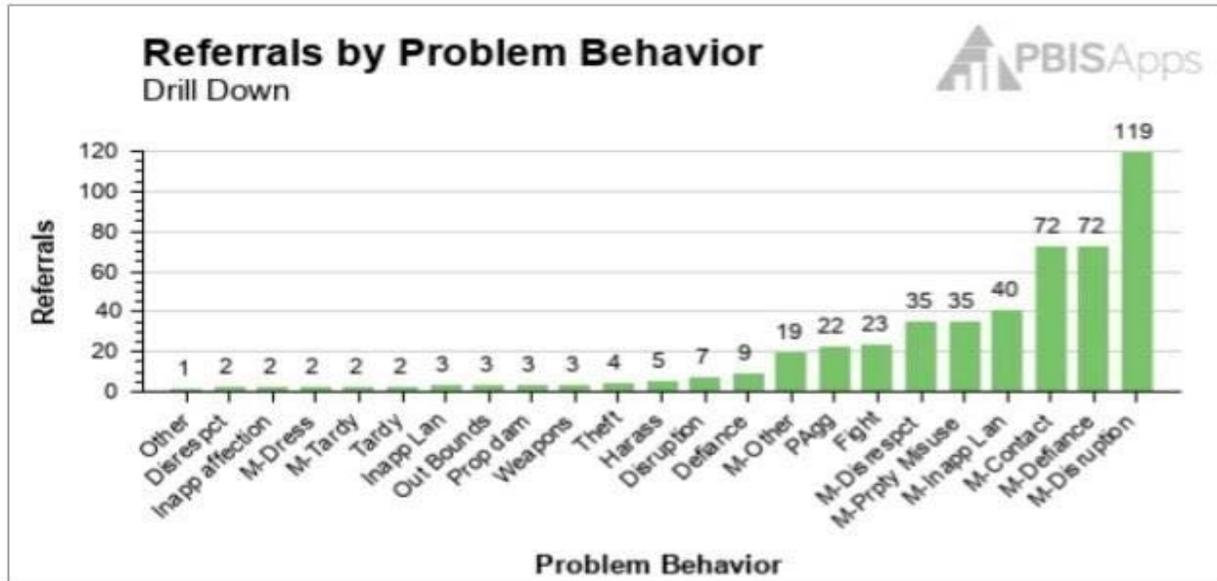


Swis Drill Down Report  
Gender



- Referrals:
- Forty Percent of all Referrals were for Defiance and Disruption.

**Swis Drill Down Report**  
Problem Behavior



- Panorama: Lynnwood has no skill/competency that surpasses 70% on the Social Emotional Skills and Competencies Student Survey. Our lowest performing category is Self-Efficacy (47%).
- Supporting Social Emotional Learning and Behavior is a top identified issue of concern for staff. Last year, the Principal met with district leadership to request more support in regards to capacity to manage behaviors (Support Calls & Exclusions.)

**Culture & Climate:**

- During 19-20 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.
- A Climate survey given in October of 2019 indicated examples of climate challenges such as:
  - Only 40% of Staff Agree/Somewhat Agree that: “Staff members welcome and affirm each other’s voices (even when expressing an unpopular view”
  - Only 29% of Staff Agree/Somewhat Agree that: “There is a sense of trust among staff”

- Only 39% of Staff Agree/Somewhat Agree that: “Staff members can disagree on issues and still work together effectively”
- Only 25% of Staff Agree/Somewhat Agree that: “If conflict arises between staff members, we deal honestly and openly with one another about the problem.”
- One to One Interviews driven by the Assistant Superintendent and EEA President summarized systems-wide issues, unprofessional behaviors (ex. gossip, exclusive behaviors, unwillingness to consider others’ viewpoints, lack of accountability, etc.), and conflict over race and equity.
- Panorama: Lynnwood scored at a 59% for school climate for 6<sup>th</sup> Graders on the Student Supports and Environment Student survey.
- On the 19-20 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 students (both whole school and Latinx focus group) in increasing proficiency in English Language Arts. This will be done with intentional focuses on: Core Reading instruction, intervention, and by learning about and implementing high leverage and culturally responsive instructional practices.

**Rationale:** It is clear from student achievement data that Lynnwood’s students are struggling to read and that Latinx students more frequently perform below standard than other student demographic groups. For this reason, they continue to be our focus group. To support and provide context, this year we have adopted a new reading curriculum and continue forward with common reading assessments and an optional reading diagnostic. Staff has identified a need for professional development around equitable practices. Professional development surrounding racial equity continues to cause 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:** Decrease disproportionality in discipline data and support students to learn social emotional strategies and de-escalation techniques.

**Rationale:** When completing this year's discipline data analysis, our leadership team created the following four priorities to decrease discipline disproportionality:

- **Priority 1:** The SInC will check-in twice a day, once in the morning and once in the afternoon, into the classrooms of students who have 1 or more classroom exclusions to be proactive in addressing any disruptive situations.
- **Priority 2:** When a staff and student are involved in 2 or more exclusions/alternative placements, a meeting will be scheduled no later than 1 day after the reoccurring exclusion, by the SInC or Principal, to create a Behavior Intervention or Behavior Action plan to support the teacher's right to teach, and the student's right to learn.
- **Priority 3:** Decrease the gap between gender referral numbers by 10%. This will be achieved by providing information to all staff about proactive strategies to use in the classroom when working with male students.
- **Priority 4:** Lower the Risk Index for Black/African Students by bringing awareness to staff about: 1) who the students in this demographic are, 2) specific supports for these children, and 3) intentional partnering with families and key adults in the building.

Additionally, analysis of our social/emotional data from the 19-20 school year indicates that our students feel like they still struggle with regulating their emotions. Anecdotal evidence suggests that there is a lack of fidelity in implementing our SEL Curriculum Second Step, so it is a priority this year to revisit Professional Development for staff, whole school Tier 1 measures (Assemblies, use of common language in all venues of the school, and conflict resolution). Finally, with a large focus on Psychological first aid due to the COVID-19 pandemic, there is a high priority of centering academic instruction around Social Emotional learning from the classroom perspective, through regular SEL screeners, and our student support team.

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

**Rationale:** Analysis of our Climate Survey, 1:1 Interviews, and Principal/Staff anecdotal data indicate that our staff feel a primary challenge for Lynnwood continues to be 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. Working to build positive climate only allows us to better meet the needs of students.





- 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: Decrease disproportionality in discipline data and support students to learn social emotional 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
- Examine differences in student group discipline data

Then:

- Students will be better able to regulate their emotions
- Students will then be able to attend better to their academic work
- Students will be excluded from instruction less and will be able to find success no matter their demographic
- Student will make gains in what they know and are able to do

***Goal #3: 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 (English Language Arts and Culturally Responsive Teaching, Proportionate Discipline Practices and Social Emotional Regulation, and Positive Climate) support this theory.

The rationale for our work focusing on English Language Arts and Culturally Responsive Teaching rests in data captured from the 18-19 Smarter Balanced Assessment and 19-20 End of Year Reading Levels and Report Card Scores. In 18-19, 65% of intermediate students scored proficient on the Smarter Balanced Assessment. In 19-20, only 36% of intermediate students scored proficient on End of year Reading Levels and Report Cards. For the Latinx Subgroup, in 18-19 46% of 24 testing students showed proficiency in ELA. This equates to 13 students who did not meet standard. In 19-20, 16% of testing Latinx students showed proficiency in End of Year Reading levels and Report Cards. This equates to 48 students who did not meet standard.

We believe that:

- Literacy is the gateway to success in all academic areas. Teaching students to fluently read and comprehend complex texts has long term implications for graduation and college and career readiness. By prioritizing efforts around implementing the newly adopted curriculum with fidelity and providing a guaranteed and viable curriculum for all students, no matter what class they are in, we help ensure that all students have access to a rigorous literacy curriculum which meets common core standards. Additionally, by increasing our knowledge around best practices in intervention (MTSS), then we can better scaffold and support learners with literacy gaps.
- 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, and 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 Disproportionate Discipline Data and Social Emotional Regulation derives from data collected from 19-20 Discipline Data and the Student Social Emotional Survey (Panorama). Data indicates disproportionality for





students of Black/African American heritage and enormous gaps between gender in referrals. In all Social Emotional Skills and Competencies from the Panorama Survey that were analyzed, none surpassed 70% student self-identified proficiency. Furthermore, 6<sup>th</sup> grade ranked School Climate as the lowest category, with one of the questions “At your school, how much does the behavior of other students hurt or help your learning” was only 32% favorable. 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 and impacting the learning of other students in the classroom.

We believe that:

- If we work with intentionality to build emotional self-regulatory skills and create better systems for teaching and supporting Tier 1 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 1:1 climate interviews, 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 1:1 interviews, ESC and EEA Leadership surveyed most staff members. These interviews indicated trends of systems-wide issues, unprofessional behaviors (ex. gossip, exclusive behaviors, unwillingness to consider others’ viewpoints, lack of accountability, etc.), and conflict over race and equity. 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
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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 measurably increases and staff retention and satisfaction grows.

## **Section V: Student Outcome Goals (School wide and Opportunity Gap)**

**A. Whole School Achievement Goal(s):** In spring of 2020, 70% of students will meet standard on the English Language Arts Smarter Balanced Assessment.

**B. Opportunity Gap Goal(s):** In spring of 2020, 51% of Latinx/Hispanic students will meet standard on the English Language Arts Smarter Balanced Assessment.

### **C. Connections to Blueprint 2025 Metrics-**

- On time graduation rate- Research indicates that reading proficiency (especially by third grade) directly correlates with on-time graduation
- Increased achievement in ELA- Furthermore reading proficiency impacts success in other academic areas such as math and science

### **D. Social Emotional Learning Focus-**

- LWE is supporting students' social emotional needs in a myriad of ways:
  - Use of Second Step Curriculum (Tier 1)- In class lessons, family engagement, Virtual Assemblies
  - General Education focus on Social Emotional Learning (Second Step, Responsive Classroom, Psychological First Aid)
  - Virtual Calming Room (Tier 1)
  - Student Support Team (Tier 2 & Tier 3)
  - Counseling Instruction & Services (All Tiers)
  - Individualized Educational Plans (Tier 3)
- LWE will measure progress in Social Emotional Learning through:
  - Second Step Assessments
  - SWIS (Discipline Referral Data)
  - SEL Screeners and Surveys from Panorama
  - Anecdotal Data from Student Support Team
  - MTSS-B & Equity Committee Feedback

- IEP Progress Monitoring

## Section VI: Action Plan

Plan for 2020-21:

Key Improvement Action	Description	Timeline
<b>English Language Arts Proficiency Whole School &amp; Latinx Focus Group Culturally Responsive Teaching Practices</b>		
Provide a Guaranteed and Viable Curriculum	Professional Development for Certificated Staff: Teaching in a Remote Environment- Curriculum Mapping and Fitting it all In  Provide opportunity to receive training, resources and have discussion around curriculum mapping throughout the year. <ul style="list-style-type: none"> <li>● Sharing out Year-At-A-Glance</li> <li>● Sharing out Time Recommendations</li> <li>● Discussion and Planning around the first six weeks of SEL instruction</li> <li>● Providing time for teams to begin curriculum mapping</li> </ul>	Date of Training: 9/2
Monitor Student Learning through Common Assessments (Diagnostic)	iReady Training  Partner with Student Learning, Assessment, and Curriculum Associates to provide iReady training throughout the year <ul style="list-style-type: none"> <li>● Overview of the Diagnostic</li> <li>● How to run reports</li> <li>● Parent Data-Sharing Tools</li> <li>● My Pathway</li> <li>● Intervention Groups &amp; Resources</li> </ul>	Date to Collect Staff Feedback Data: 9/23, 10/23, 2/10  Date to Receive and Look through iReady Diagnostic: 10/28, 1/29
Provide a Guaranteed and Viable Curriculum	Curriculum Inventory  Provide opportunity and direct the work to inventory existing curriculums. <ul style="list-style-type: none"> <li>● Locate existing curriculums for</li> </ul>	Date to Purchase By: 10/18  Review Leftover Funds By: 5/1

	<p>all content areas</p> <ul style="list-style-type: none"> <li>● Inquire to student learning the curriculums we should have on hand</li> <li>● Look at budget to purchase or request missing pieces of curriculum</li> <li>● Label curriculum</li> <li>● Partner with Support staff to locate, inventory, label, and store/distribute interventive curriculums</li> <li>● Return curriculums that are no longer being used</li> </ul>	
Provide a Guaranteed and Viable Curriculum	<p>Provide a Guaranteed and Viable Curriculum</p> <p>Provide staff with curricular &amp; assessment resources for the year.</p> <ul style="list-style-type: none"> <li>● Teaching Materials and Resources in One Place</li> <li>● Timelines Provided for pacing guide and assessment measures</li> <li>● Create Expectations for: 1) teaching &amp; implementing District Approved Curriculum, 2) Giving required assessments, and 3) Recording Assessment data in Homeroom</li> <li>● Ensuring Introductory Guaranteed and Viable Curriculum</li> </ul>	<p>Date to Collect Data: 9/1</p>
Provide a Guaranteed and Viable Curriculum	<p>Heinemann Purchasing</p> <p>The district has adopted Units of Study for Reading. While we have some shared library shelves that accompany the Benchmark curriculum, we do not have the levelled reading shelves that accompany the newly adopted curriculum.</p> <ul style="list-style-type: none"> <li>● Review with EEA, Office Manager, &amp; Budget Committee what funds will be used (and get approval)</li> <li>● Submit Order</li> <li>● Receive</li> <li>● Label and Level Books</li> <li>● Create Storage for teams in</li> </ul>	<p>Date to Purchase By: 10/18</p> <p>Review Leftover Funds By: 5/1</p>

	small group rooms	
Build Effective Systems for Intervention	<p>Levelling Books</p> <ul style="list-style-type: none"> <li>● Purchase levelling tape</li> <li>● Create color coding system for different levels</li> <li>● Review Fountas and Pinnell levels</li> <li>● Partner with staff to build understanding of the value of this process</li> <li>● Train staff and volunteers with process of looking up books and labelling books with correct tape color</li> <li>● Recruit volunteers to help</li> <li>● Gain permission to mark books in classroom libraries</li> <li>● Inventory and label newly purchased books, classroom libraries, and school library</li> </ul>	<p>Date to Level Heinemann Purchase By: 10/18</p> <p>Date to Level Classrooms Libraries By: 3/30</p> <p>Date to Library By: 6/24</p>
Build Effective Systems for Intervention	<p>Intervention Schedule</p> <ul style="list-style-type: none"> <li>● Research distance learning schedule from EEA MOU</li> <li>● Build schedule which supports intervention</li> <li>● Schedule Paraeducator support time</li> <li>● Communicate with staff</li> <li>● Follow up with Staff that paraeducator time is used appropriately and aligned as a team</li> <li>● Build a culture where students are shared among the grade level team and going to groups for "WIN"- "What I Need" (Instruction that is differentiated for their level)</li> <li>● Ensure that certificated staff is working with students who have the highest needs</li> </ul>	<p>Schedule Created By: 9/1</p> <p>Paraeducator Check In's (Monthly Meetings): 9/23, 11/4, 12/2, 1/27, 2/24, 3/27, 4/28, 5/26, 6/23</p>
Provide a Guaranteed and Viable Curriculum Improve Instructional	<p>Walk Through Data Monitoring Tool</p> <ul style="list-style-type: none"> <li>● Introduce the Data Walk through Tool to Staff</li> <li>● Utilize the Data Walk Through</li> </ul>	<p>Introduce the Tool to Staff by 10/18</p> <p>Utilize the Tool to Do Walkthroughs of all Staff</p>

<p>Best Practices for All Learners</p>	<p>tool to inspect instruction and learning management systems</p> <ul style="list-style-type: none"> <li>Looking for elements of lesson design, implementation of Units of Study for Reading, high yield and culturally responsive teaching practices</li> </ul>	<p>Members &amp; Paraeducators twice by 6/24</p> <p>Share data from Walkthroughs with the Leadership Team and All Staff: 1/13, 4/14</p>
<p>Increase Student Exposure to High Quality Literacy Experiences</p>	<p>Weekly Read Aloud</p> <ul style="list-style-type: none"> <li>Utilize Teaching for Tolerance's Standards and Scope and Sequence to select Children's Literature</li> <li>Create Weekly Zoom for students to join on Wednesday for a Read Aloud</li> <li>Showcase and sign up various volunteer staff to read</li> <li>Collect Attendance from weekly Zoom and compare to Absences</li> <li>Record Read-Aloud's and place on Lynnwood Learns! Website</li> </ul>	<p>Read Aloud's Occur Weekly on Wednesday @ 9:00</p> <p>SInC will collect Attendance on a Weekly Basis</p>
<p>Increase Student Exposure to High Quality Literacy Experiences</p>	<p>Staff Reading Recommendation Spotlights</p> <ul style="list-style-type: none"> <li>With the Assembly Committee recruit volunteer staff to share a book of their choice as a 'favorite'.</li> <li>Record or include in the Assembly agenda/zoom.</li> </ul>	<p>Staff Recommendations will occur during Monthly Assemblies: Dates TBA</p>
<p>Build Effective Systems for Intervention</p>	<p>Solidify Care Team (PST) Process and build Intervention Library</p> <p>The Care team (or PST) has been a source of negative staff climate and has in the past not been a fluid system which supports students with learning gaps.</p> <ul style="list-style-type: none"> <li>Utilize district PST resources and Student Services Staff for Guidance (Kate Pothier &amp; Charlotte Richardson)</li> <li>Partner with school psychologist</li> </ul>	<p>Date to provide PD By: 10/21</p> <p>Date to Complete Intervention Library: 12/1</p>

	<p>team to confirm Care team process</p> <ul style="list-style-type: none"> <li>• Collaborate with other school support staff (DET and Resource) to brainstorm common misconceptions and trouble areas within our system</li> <li>• Gather and build the Care Team</li> <li>• Provide Staff with PD regarding the Care team process</li> <li>• Build team (Sue Melum, Elsha Tivera, and Stefanie Stadnicki) to build interventions library</li> </ul>	
Improve Instructional Best Practices for All Learners	<p>Partner with Instructional Coaches and Tech Instructional Coaches: Kelly Ward/Megan Hendrickson &amp; Jason Aillaud</p> <ul style="list-style-type: none"> <li>• Meet with instructional and tech coaches to seek input on staff needs to support students</li> <li>• Collaborate to provide resources and/or next steps PD to improve instruction</li> <li>• Partner with instructional coaches to devise instruction rounds to support Units of Study for Reading</li> <li>• Review School Data</li> </ul>	Monthly Meetings: Dates TBA
Build a Data Driven & Results Oriented Culture that is Responsive to Student Need	<p>Create School Wide Data Wall</p> <ul style="list-style-type: none"> <li>• Create Data Wall (Shared Google Sheets) which includes student biographical data and all assessment data</li> <li>• Utilize this data wall to have data conversations, reflection, and action planning with staff about: SIP progress monitoring and specific assessments</li> </ul>	<p>Date Created by: 10/23</p> <p>Data Wall Updated &amp; Analyzed following every Assessment Window</p>
Build a Data Driven & Results Oriented Culture that is Responsive to Student Need	<p>iReady &amp; WA Kids Data Chats</p> <ul style="list-style-type: none"> <li>• Utilize guiding questions to inquire about school wide/grade level team/class data with leadership team and grade level teams</li> <li>• Utilize the Data Reflection</li> </ul>	<p>Date to Collect Diagnostic Data by: 10/23, 11/13, 1/29</p> <p>Work through Data Chat with Leadership Team &amp; PLC Teams 11/18, 12/2, 2/10, 2/24</p>

	<p>Worksheet</p> <ul style="list-style-type: none"> <li>● Observe, Analyze, and Reflect Upon Data</li> <li>● Set Goals</li> <li>● Capture Action steps and needed resources</li> </ul>	<p>Work through Data Chat with Kindergarten Team 11/30</p>
<p>Build a Data Driven &amp; Results Oriented Culture that is Responsive to Student Need</p>	<p>Homeroom Training Resources</p> <ul style="list-style-type: none"> <li>● Share Homeroom Videos with all staff in September SWAY (Monday Memo)</li> <li>● Schedule time during Leadership team to share Homeroom Videos to improve Data Literacy</li> </ul>	<p>Homeroom Videos Shared Whole Staff: 9/30</p> <p>Videos Shared with Leadership Team and in Tech Talks by: 12:30</p>
<p>Build Effective Systems for Intervention</p>	<p>Multi-tiered Systems of Support (MTSS) Training</p> <ul style="list-style-type: none"> <li>● Research best practices in structuring and implementing MTSS systems where none exist</li> <li>● Partner with Psychologist and SInC to design professional development around MTSS</li> <li>● Utilize MTI time to deliver Professional development</li> </ul>	<p>Date to Create PD By: 1/30</p> <p>Dates to Deliver PD By: 2/24</p>
<p>Build a Data Driven &amp; Results Oriented Culture that is Responsive to Student Need</p> <p>Build Effective Systems for Intervention</p> <p>Improve Instructional Best Practices for All Learners</p>	<p>Identify &amp; Create Data Profiles for Students within Latinx Focus Group for the 20-21 school year. Create Grade Level Team Plans of Action for focusing on ELA and engaging focus students using CRTB Practices.</p> <ul style="list-style-type: none"> <li>● Build Data Literacy of Leadership Team using data platforms and assessments to identify focus sub-group of students- Latinx</li> <li>● Build Data Profiles using existing data sources.</li> <li>● Present focus groups to each classroom teacher/grade level.</li> <li>● Facilitate team action planning to support School Improvement ELA Goal &amp; Latinx</li> </ul>	<p>Dates to Collect Data: 10/21, 10/28</p> <p>Dates to Present Data to Staff:</p>
<p>Build a Data Driven &amp; Results Oriented Culture that is</p>	<p>MTI Data Planning Day: Review ELA performance of all students and Data Profiles for Students within Latinx Focus</p>	<p>Dates to Collect Staff Input: 2/10-2/24</p>

<p>Responsive to Student Need</p> <p>Build Effective Systems for Intervention</p> <p>Improve Instructional Best Practices for All Learners</p>	<p>Group for the 20-21 school year. Review Grade Level Team Goals for improving literacy and engaging focus students using CRTB practices. Plan for needed interventions.</p> <ul style="list-style-type: none"> <li>● Build Data &amp; Assessment Literacy of Grade Level Teams using data platforms and assessments monitor progress of sub-group of students- Latinx</li> <li>● Create Learner Centered &amp; Practitioner Centered Problems.</li> <li>● Facilitate team action planning &amp; accountability measures to support Latinx students.</li> </ul>	<p>5/30-6/18</p> <p>Data Reviewed by Teams: 12/11, 1/29</p> <p>1/6-1/24</p>
<p>Build a Data Driven &amp; Results Oriented Culture that is Responsive to Student Need</p> <p>Improve Instructional Best Practices for All Learners</p>	<p>Student Growth Goals &amp; Formal Observations focused on ELA and Units of Study for Reading</p> <ul style="list-style-type: none"> <li>● Work with staff to impress the importance of creating Literacy Student Growth goals</li> <li>● Prioritize observing Units of Study for Reading (or other literacy) lessons during formal observations</li> <li>● Assist staff to use multiple types of data in the identification of performance indicators resulting in reliable gap-closing</li> <li>● Schedule time for staff to review Student growth goals (to take ownership, modify, and make midcourse corrections to improve practice)</li> </ul>	<p>Student Growth Goals Received by: 10/31</p> <p>Student Growth Goals Collaborated upon and Returned by: 11/12</p> <p>Review Student Growth Goals by: 2/24 (MTI)</p>
<p>Improve Instructional Best Practices for All Learners</p>	<p><i>Culturally Responsive Teaching and the Brain</i> Professional Development for all staff</p> <p>Provide ongoing opportunities to receive CRTB training and discussion throughout the year.</p> <ul style="list-style-type: none"> <li>● Facilitating Book Study and Professional Development Sessions by utilizing CRTB Facilitation tool kit, CRTB PLC, and partnering with Student Learning (Kim Hunter) to design</li> </ul>	<p>Dates to Collect Data: TBD</p> <p>Dates to Review Data: TBD</p> <p>Whole Staff Review: TBD</p>

	<p>PD for LWE</p> <ul style="list-style-type: none"> <li>• CRTB Spotlights in Staff Communications</li> <li>• CRTB Spotlights in Family Newsletter</li> <li>• Compose, Survey, and Review Staff PD Survey</li> <li>• Continuing Building Awareness Sessions: <ul style="list-style-type: none"> <li>• Review Ch. 1- Understanding the Nature of the Achievement Gap <ul style="list-style-type: none"> <li>• Understanding Inequity by Design</li> <li>• Distinctions of Equity</li> <li>• Five Pre-Suppositions</li> </ul> </li> <li>• Review Ch. 2- What's Culture Got to do with it?</li> </ul> </li> </ul>	
<p>Improve Instructional Best Practices for All Learners</p>	<p>Latinx Student Shadow</p> <ul style="list-style-type: none"> <li>• Modify previously used student shadow walkthrough tool</li> <li>• Determine staff and students who will participate in the shadowing</li> <li>• Share out results with Leadership team and staff</li> </ul>	<p>Walkthrough Completed by: 1/24</p> <p>Data Shared with Leadership Team by: 1/27</p>
<p>Increase Family Partnership</p> <p>Assess data and identify barriers for students.</p>	<p>Family Participation on Equity Team</p> <ul style="list-style-type: none"> <li>• Utilize Equity Budget to fund Parent Outreach</li> <li>• Recruit Parents of Color to participate on our Equity Team</li> <li>• Design Equity Team Agendas</li> <li>• Build positive culture that invites parent feedback</li> <li>• Seek feedback as related to supporting ELA and BIPOC students' academic success</li> <li>• Share out parent feedback whole staff in SWAY and staff meetings</li> </ul>	<p>Equity Team Meetings: 11/16, 12/7, 1/ 4, 2/1, 3/1, 4/19, 5/3, 6/7</p>
<p>Increase Family Partnership</p> <p>Assess data and identify barriers for</p>	<p>Learning Management System and Online Family Engagement Event</p> <ul style="list-style-type: none"> <li>• Collaborate with Marie Samy and Jason Aillaud to plan Family</li> </ul>	<p>Date for Event: 11/18</p>

<p>students.</p> <p>Provide a Guaranteed and Viable Curriculum</p>	<p>Engagement Event</p> <ul style="list-style-type: none"> <li>● Registration Survey</li> <li>● Collect Questions and Concerns and build into program</li> <li>● Design presentation</li> <li>● Advertisement</li> <li>● Robo-call</li> <li>● Office Manager- Set up Interpreters</li> <li>● Recruit staff to help man different language booths</li> <li>● Host a practice event with staff</li> <li>● Host Event</li> <li>● Review Attendance</li> </ul>	
<p>Increase Family Partnership</p> <p>Build Effective Systems for Intervention</p>	<p>Title/LAP Literacy Night</p> <ul style="list-style-type: none"> <li>● Collaborate with Title/LAP team for Family Engagement Event</li> <li>● Design presentation</li> <li>● Design break out room activities</li> <li>● Design “take-away’s”</li> <li>● Advertisement</li> <li>● Robo-call</li> <li>● Office Manager- Set up Interpreters</li> <li>● Host Event</li> <li>● Review Attendance</li> </ul>	<p>Date for Event: 12/2 &amp; Spring Date TBD</p>
<p>Improve Instructional Best Practices for All Learners</p>	<p>Equity Café: Teachers engage in optional -CRTB strategy drop-in learning sessions and participate in ongoing Equity Conversations Building Cultures between Home &amp; School, Creating Multicultural Learning Communities, Implicit Bias Research.</p> <ul style="list-style-type: none"> <li>● Schedule &amp; Facilitate Equity Café Sessions</li> <li>● Create Clock hour course for sessions to incentivize teachers for participating</li> <li>● Accrue Aligned Equity Resources that align with CRTB professional development</li> <li>● Host and facilitate conversation around literature and CRTB/Equity practices</li> </ul>	<p>Dates for Equity Café Sessions: TBD</p> <p>Dates to Review Data: Equity Team 11/16, 12/7, 1/ 4, 2/1, 3/1, 4/19, 5/3, 6/7</p>
<p>Increase Family Partnership</p>	<p>Literacy Night-Read Across America Day</p>	<p>Date for Event: 2/2</p>

<p>Increase Student Exposure to High Quality Literacy Experiences</p>	<ul style="list-style-type: none"> <li>● Designate 3 Principal Hours for Staff to Participate in the Event</li> <li>● Collaborate with Family Event Leads to Plan Event</li> <li>● Design Welcome</li> <li>● Design break out room activities</li> <li>● Design “take-away’s”</li> <li>● Advertisement</li> <li>● Robo-call</li> <li>● Host Event</li> <li>● Review Attendance</li> </ul>	
<p>Increase Family Partnership</p>	<p>Family Focus Group</p> <ul style="list-style-type: none"> <li>● Partner with Sally Guzman to facilitate year two of Family Engagement Feedback Cycle of Inquiry</li> <li>● Research and Model Parent Feedback Nights after Oak Heights’s 2018-2019 structure (two events, round-table interviews, staff members script feedback)</li> <li>● Facilitate disaggregation of parent feedback data</li> <li>● Create Action plan with Family Engagement Equity Team Leads to improve school-family partnership</li> <li>● Host a 2<sup>nd</sup> Family Session (and repeat entire process)</li> </ul>	
<p>Increase Family Partnership</p> <p>Improve Instructional Best Practices for All Learners</p>	<p>Multicultural Night</p> <ul style="list-style-type: none"> <li>● Designate 3 Principal Hours for Staff to Participate in the Event</li> <li>● Collaborate with Multicultural Night Leads to Plan Event</li> <li>● Design Welcome</li> <li>● Design break out room activities or Agenda</li> <li>● Design “take-away’s”</li> <li>● Advertisement</li> <li>● Robo-call</li> <li>● Host Event</li> <li>● Review Attendance</li> </ul>	<p>Date for Event: 6/11 or 6/18</p>

Key Improvement Action	Description	Timeline
<b>Discipline &amp; Social Emotional Learning</b>		
<p>Ensure School Safety</p> <p>Create Systems which support Learning</p>	<p>Review and update School Wide Student Behavioral &amp; Discipline Systems (Tier I, II, &amp; III)</p> <ul style="list-style-type: none"> <li>● Facilitate the review of existing behavior/discipline documents</li> <li>● Orient, Train, and Collect Feedback from staff on new systems</li> <li>● Review SWIS training</li> <li>● Review of Pawesome Slips— Positive Reward Slips</li> <li>● Review and Update Staff and Student Handbook</li> <li>● Design Behavior Matrix &amp; Matrix Resources (Including one for Distance Learning)</li> <li>● Construct Behavior Discipline Response Template</li> <li>● Building Visuals</li> <li>● Calm down spots and tools</li> </ul>	<p>Review SWIS Training 9/28</p> <p>MTSS-B Meetings: 9/23, 10/26, 11/23, 12/14, 1/25, 2/22, 3/22, 4/26, 5/24, 6/21</p>
<p>Ensure School Safety</p> <p>Provide a Guaranteed and Viable Curriculum</p>	<p>Psychological First Aid Training &amp; First Six Weeks SEL Planning</p> <ul style="list-style-type: none"> <li>● Present Psychological First Aid training to Leadership Team. Discuss all staff Professional Development and measures that the leadership team can make to support staff SEL</li> <li>● Deliver training to all certificated and classified staff</li> <li>● Provide Building Directed planning time for grade level teams to plan for the first six weeks of school Social Emotional Learning</li> <li>● Weekly share out measures to continue supporting SEL/PSA in Monday Memo</li> <li>● Create PSA Action Plan</li> </ul>	<p>Leadership Team Meeting: 8/31</p> <p>Date of Training: 9/2 &amp; 9/8</p>

<p>Ensure School Safety</p>	<p>Review, analyze, and create an action plan around 2019-2020 Panorama SEL Student Survey. Implement SEL Survey Screeners and Student Survey.</p> <ul style="list-style-type: none"> <li>● Help to implement Panorama Survey Window with classroom teachers Facilitate staff review of SEL survey data</li> <li>● Facilitate creation of action planning to address survey results:</li> <li>● Self-Efficacy <ul style="list-style-type: none"> <li>● School Climate (6<sup>th</sup> Grade)</li> <li>● School Safety</li> <li>● Sense of Belonging</li> </ul> </li> </ul>	<p>Review 2019-2020 SEL Data By: 9/30</p> <p>2020-2021 Screening Windows: Wellness Screener: 9/21-9/25 SEL Survey: January (TBD) Wellness Screener: 1/18-2/212 Wellness Screener: 3/15-4/2 Wellness Screener: 5/3-5/28</p>
<p>Ensure School Safety</p> <p>Build Positive School Culture through Positive Behavioral Interventive Systems</p> <p>Provide a Guaranteed and Viable Curriculum</p> <p>Improve Instructional Best Practices for All Learners</p>	<p>Continue staff learning around Social-Emotional Learning and implementation of systems and strategies using the Second Step Curriculum (Tier I).</p> <ul style="list-style-type: none"> <li>● Facilitate Student Intervention Coordinator &amp; Counselor Training with Darcy Becker</li> <li>● Facilitate Administrator/Counselor/Student Intervention Coordinator Second Step Online Training Module</li> <li>● Facilitate Implementation Schedule</li> <li>● Facilitate and Review Implementation Survey with all Staff</li> <li>● Partner with Student Intervention Coordinator to write messaging for Monday Memo's, Student Announcements, and Family Monthly Newsletters</li> <li>● Build in Second Step to Assembly</li> <li>● Ask Classrooms to tier their students to inventory</li> <li>● Conduct End of Year Implementation Survey with all Staff</li> <li>● Review Staff Survey Results &amp; Action plan (goal setting) for 2020-2021 school year</li> </ul>	<p>Online Training Module &amp; 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>Build Effective Systems for Intervention</p>	<p>Build Attendance Team and Solidify Attendance Structures</p> <ul style="list-style-type: none"> <li>● Staff Paraeducator help to call absent students</li> <li>● Review COVID-19 Pandemic Attendance Procedures with Staff</li> <li>● Solidify Attendance procedures as a team</li> <li>● Push out Attendance Contracts to families via Skyward</li> <li>● Create Attendance Documents</li> <li>● Monitor Student Attendance Data and follow through with truancy procedures</li> <li>● Build in Attendance reminders through weekly announcements and family newsletter</li> <li>● Analyze attendance data from the last 3 years</li> <li>● Create a plan of action to engage families around attendance</li> </ul>	<p>Attendance Team Created By: 9/11</p> <p>Weekly Attendance Meetings: Monday @ 3 pm</p>
<p>Build a Data Driven &amp; Results Oriented Culture that is Responsive to Student Need</p> <p>Assess data and identify barriers for students.</p>	<p>Disaggregate Discipline Review</p> <ul style="list-style-type: none"> <li>● Analyze Discipline Data from SWIS for the 19-20 school year for disproportionality</li> <li>● Review data with Leadership Team and MTSS-B Team</li> <li>● Set Collaborative Goals to decrease disproportionality</li> <li>● Create an Action Plan to meet set goals</li> </ul>	<p>Review Completed by: 9/1</p>
<p>Build a Data Driven &amp; Results Oriented Culture that is Responsive to Student Need</p> <p>Build Positive School Culture through Positive Behavioral Interventive Systems</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"> <li>● Facilitate Monthly Data Collection using SWIS through Student Intervention Coordinator (additionally track, quarterly &amp; annually)</li> <li>● Facilitate Problem Solving TIPS Worksheet with SEL team to identify problem behaviors and</li> </ul>	<p>MTSS-B Meetings: 9/23, 10/26, 11/23, 12/14, 1/25, 2/22, 3/22, 4/26, 5/24, 6/21</p> <p>Dates to Review Data: Equity Team 10/22, 11/16, 12/7, 1/ 4, 2/1, 3/1, 4/19, 5/3, 6/7</p>

	<p>action plans to reteach expected student behaviors</p> <ul style="list-style-type: none"> <li>Facilitate monthly review of SWIS data to assess potential disproportionality of data among different student demographics</li> </ul>	
Ensure School Safety	<p>Implement Zones of Regulations Building Wide (Tier I, Tier II, Tier III)</p> <ul style="list-style-type: none"> <li>Help Facilitate and Provide Budget for Zones of Regulation Resources for Counselor/Psychologists to introduce to all classrooms</li> <li>Oversee the deployment of schedule/completion of Zones of Regulation staff/student training</li> <li>Provide resources for Building-Wide visuals (posters, badge visuals, tool kits)</li> <li>Ask Counselors to collect staff feedback as to implementation and building needs.</li> </ul>	<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>Create Systems which support Learning</p> <p>Build Positive School Culture through Positive Behavioral Interventive Systems</p>	<p>Complete the PBIS/MTSS-B Tiered Fidelity Inventory to assess building strengths, needs, and plan for 2020-2021</p> <ul style="list-style-type: none"> <li>Facilitate &amp; Research PBIS Model and Tiered Fidelity Inventory Resources with Student Intervention Coordinator</li> <li>Facilitate the Implementation of a School-Wide Tiered Fidelity Inventory for PBIS systems with Student Intervention Coordinator, MTSS-B Team, SInc Coordinator, and Maggie Schulz</li> <li>Facilitate team review and action planning around TFI Results.</li> </ul>	<p>Complete Research of TFI Structure, Implementation, &amp; 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
<b>Positive Work &amp; Learning Environment</b>		

<p>Organize people into collaborative teams focused on learning</p>	<p>Partnership with Yarrow Darbin, Climate Consultant, Courage Work</p> <ul style="list-style-type: none"> <li>● Partner with ESC Leadership and EEA President to further work of 19-20 to support ongoing climate efforts</li> <li>● Secure funding for Climate Consultation</li> <li>● Partner with Yarrow Darbin to give history of LWE and brainstorm next steps</li> <li>● Sustain Climate Committee and work with Yarrow Darbin to establish: climate goals, year-long scope and sequence for staff, and Professional Development</li> <li>● Develop more robust Climate Monitoring Tool</li> <li>● Reflect upon staff feedback and analyze collected data to monitor progress</li> <li>● In Parallel, respond to systems-wide issues which were brought up in 19-20 1:1 interviews: <ul style="list-style-type: none"> <li>● Inconsistency of school-wide discipline practices (See Goal 2)</li> <li>● Lack of collaboration and collaboration protocol</li> <li>● School-wide schedule</li> <li>● Need to re-design Draft 5 processes and expectations</li> </ul> </li> </ul>	<p>Climate Consult Meetings: Ongoing, TBD</p> <p>Climate Committee Meetings: 9/4, 10/12, 11/30, 12/14, 1/11, 2/8, 3/8, 4/12, 5/10, 6/14</p> <p>Staff Development: Polarities, 9/8 SCARF, TBD Trust Building, TBD Norms, TBD Difficult Conversations/ Conflict, TBD</p>
<p>Organize people into collaborative teams focused on learning</p>	<p>Partnership with Tali Hairston, Equity and Climate Consultant, Equitable Development LLC</p> <ul style="list-style-type: none"> <li>● Partner with ESC Leadership and EEA President to further work of 19-20 to support ongoing climate efforts</li> <li>● Secure funding for Climate Consultation</li> <li>● Partner with Yarrow Darbin to give history of LWE and brainstorm next steps</li> <li>● Sustain Climate Committee and work with Yarrow Darbin to</li> </ul>	<p>BIPOC Small Group Meetings: 10/21, 10/28, 11/18</p> <p>Climate Committee Meetings: 9/4, 10/12, 11/30, 12/14, 1/11, 2/8, 3/8, 4/12, 5/10, 6/14</p>

	<p>establish: climate goals, year-long scope and sequence for staff, and Professional Development</p> <ul style="list-style-type: none"> <li>• Develop more robust Climate Monitoring Tool</li> <li>• Reflect upon staff feedback and analyze collected data to monitor progress</li> </ul>	
Ensure School Safety	<p>Psychological First Aid- SEL Support Plan</p> <ul style="list-style-type: none"> <li>• Establish Committee Members and Purpose</li> <li>• Review Social Committee Work form 2019-2020</li> <li>• Establish Dues Collection Process</li> <li>• Calendar Staff Birthdays</li> <li>• Update Staff Lounge</li> </ul>	<p>Meeting Dates: 9/25, 10/13, 11/10, 12/1, 1/12, 2/9, 3/9, 4/13, 5/11, 6/8</p>
Create Structures for Collaboration	<p>Re-Draft Draft 5</p> <ul style="list-style-type: none"> <li>• Work collaboratively to revise and update LWE Draft 5 with EEA Building Reps</li> <li>• Utilize other building samples and known climate issues/sources of conflict to include language</li> <li>• Present and collect high input from All Staff</li> <li>• Vote to Adopt</li> </ul>	<p>Draft Complete by: 9/1</p> <p>Present and Adopt by: 9/16</p>
<p>Create Systems which support Learning</p> <p>Transform Office Staff into High Performing Team</p>	<p>Breakthrough Coach</p> <ul style="list-style-type: none"> <li>• Utilize Principal Professional Development to attend Breakthrough Coach Training</li> <li>• Attend with Office Manager</li> <li>• Purpose:</li> <li>• Solidify Roles &amp; Responsibilities</li> <li>• Improve Office Communication Practices</li> </ul>	<p>Date of Trainings: 9/14, 9/15, 9/21, 9/22</p>
<p>Ensure School Safety</p> <p>Organize people into collaborative teams focused on learning</p>	<p>Intentional Principal Staff Climate Builders</p> <ul style="list-style-type: none"> <li>• Pre-Service New Staff Introductions</li> <li>• New Staff Welcome Baskets</li> <li>• Welcome Back &amp; Winter Gift</li> </ul>	<p>Ongoing: Following each Staff PD Session and/or PLC Work Session</p> <p>Personnel Notes</p>

	<ul style="list-style-type: none"> <li>● End of Year Leaving Staff Recognition</li> <li>● Host Winter Staff Celebration</li> <li>● Cat Kudos—Positive Staff E-mail Recognition</li> <li>● Monday Memo- Weekly Updates which include positive celebrations and photos from school events</li> <li>● Develop Monthly Morale Booster</li> </ul>	
Ensure School Safety	<p>Distribute Annual Building Climate Survey as a Post-Assessment (Summative)</p> <ul style="list-style-type: none"> <li>● Deploy &amp; Facilitate Survey with Staff at a designated staff meeting.</li> <li>● Utilize Annual Building Response Survey Data to analyze strengths and weaknesses</li> <li>● Compare focus areas with patterns/trends from <i>First 90 Days</i> staff interviews &amp; 18-19 Survey Results.</li> <li>● Develop Action Plan around Focus Areas for 21-22 school year. Share data out with staff</li> </ul>	<p>Deploy Survey with LWE Staff Date TBA as per District</p> <p>Data Analysis Completed by TBA Based on when Survey Results are Given</p> <p>Share Survey Results with Staff and Discuss with Climate Committee By 6/30</p>

### Plan for Years 2 & 3:

#### 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 that support all students.
- Continued focus on classroom and school wide positive behavior supports that create a safe and productive learning environment.

#### 2022-2023:

- 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 using Restorative Discipline practices.

**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)*

<b><i>Intensive Reading and Literacy Improvement Plan</i></b>	<b><i>Description of Intervention Practices</i></b>	<b><i>Progress Monitoring Schedule</i></b>
<p><b>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Utilize Instructional Coaching- Partnering with Kelly Ward &amp; Megan Hendrickson around providing individual supports for staff and district directed training (Units for Study for Reading &amp; Running Records)</li> <li><input checked="" type="checkbox"/> Additional Learning Time within the School Day-Targeted interventions through Learning Support, Use of Intervention Curriculum (95%), Paraeducator support built into Master Schedule</li> <li><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), &amp; Literacy Night</li> <li><input checked="" type="checkbox"/> Targeted Professional Learning- District Provided Training (Units of Study for Reading)</li> <li><input checked="" type="checkbox"/> Professional Learning Communities-Staff meeting time set aside for Grade Level teams to</li> </ul>	<p>Ongoing 2021-2022</p>

	<p>collaborate</p> <p><input checked="" type="checkbox"/> Other: Aligning Curriculum and Using with Fidelity</p>	
<p><b>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?</b></p>	<p><input checked="" type="checkbox"/> Class Placement Meetings in the Spring. (Including with AECC &amp; Alderwood Middle School)</p> <p><input checked="" type="checkbox"/> Spring MTI to support conversations about student learning and intervention plans.</p> <p><input checked="" type="checkbox"/> Team Meetings with receiving teacher.</p>	
<p><b>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</b></p>	<p><input checked="" type="checkbox"/> Family Connection Meetings</p> <p><input checked="" type="checkbox"/> Communication Strategies with all staff to communicate what students know, what they are learning and how families can support their student.</p> <p><input checked="" type="checkbox"/> Student Conferences</p> <p><input checked="" type="checkbox"/> Literacy Night</p> <p><input checked="" type="checkbox"/> Title/LAP/ELL Learning Nights (2-3x)</p>	

## **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.

#### **Grade Level/Department/Team:**

Kindergarten

#### **Goal:**

To implement the new Reading Curriculum

#### **We will measure this formatively by:**

Observing students practicing the strategies that are taught (through breakout rooms)

Unit 1: Reading Environmental Print, Learn-About-The-World books, and Old Favorite Storybooks

Unit 2: Emergent Reading: Looking Closely at Familiar Texts

Unit 3: Readers Have Super Powers to Look, Point, and Read Everything They Can!

Unit 4: Bigger Books, Bigger Reading Muscles (Tackling more challenging books)

Unit 5: Becoming Avid Readers

Note: There were too many strategies to list each one in each unit

#### **We will measure this summatively by:**

Through results from the Benchmark spring comprehension assessment

#### **Action steps we will take to meet our goal:**

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

We will use RazKids to monitor student progress of reading levels and comprehension.

We will use the Lucy Calkins virtual reading lessons to teach at school and the videos to continue to practice the strategy at home.

We will monitor student progress during guided reading groups

Checking in once a month during a kindergarten grade level meeting



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

Using some of the resources provided by the district. These resources include videos provided by Heinemann for the students to watch at school and at home and practice using the specific strategy at home.





## **Grade Level/Department/Team:**

Team First Grade

## **Goal:**

Students will show growth in their phonics skills.

## **We will measure this formatively by:**

Through informal class assessments, individual and group work, through informal pre/post writing prompts/assignments, iReady progress.

## **We will measure this summatively by:**

Compare progress throughout the year through Acadience and Running Records (fluency).

## **Action steps we will take to meet our goal:**

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

- Work with guided reading groups according to specific needs and levels.
- Implement Lucy Calkins curriculum and utilize videos included with the curriculum.
- Collaborate EL staff to coordinate learning.
- Collaborate with Learning Support staff who will be pushing in for whole group phonics instruction and small groups.

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

RazKids, Imagine Learning, iReady, Scholastic News (online version), School library links, listening center.



## **Grade Level/Department/Team:**

Second Grade: Lani Burns, Debra Comfort, Suzanne Campbell, Christopher Bruce

## **Goal:**

Between October 2020 and May 2021, the whole class will go through multiple reading comprehension activities that explicitly teach comprehension strategies. Students will make evident in their work the use of the strategies in order to improve their ability to comprehend text.

## **We will measure this formatively by:**

Proficiency will be measured by individualized iReady learning path reports, ongoing CSA end of unit tests, and the comprehension sections of leveled Running Records in conjunction with the Edmonds School District Reading Assessment Progress Report. Evidence is also gathered from changes in reading comprehension on Raz Kids online programs, as well as classwork completed during reading workshops.

## **We will measure this summatively by:**

Proficiency will be measured summatively by iReady diagnostic data and iReady individualized learning path reports as well as end of unit CSA tests.

## **Action steps we will take to meet our goal:**

The teaching team, consisting of Lani Burns, Debra Comfort, Suzanne Campbell, and Christopher Bruce will meet regularly to examine work and progress. We will review student data, monitor progress, discuss instructional (and technology related) strategies, and recalibrate instruction as needed. We will share individualized supplemental lessons from iReady and monitor the impact on students. We will meet with our small reading groups to monitor growth and provide individualized targeted instruction. Additionally, the team will co-plan lessons to meet common student needs, and observe one another to offer support and feedback.

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

As of October, 2020 instruction is delivered exclusively through zoom. Small heterogeneous, and ability groups will receive supplemental instruction via break-out rooms. Differentiated instruction will be offered via assignments in Seesaw as well as the above mentioned groups. District resources via Clever (Raz Kids, Guided Readers, Imagine Learning, Epic, Benchmark, etc.) will supplement instruction.



## **Grade Level/Department/Team:**

3rd Grade

## **Goal:**

Students will show growth from 10/1 - 5/31 with (CCSS.ELA-LITERACY.W.3.3.B) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

## **We will measure this formatively by:**

Writing journal entries, typed entries, short tasks, conferences, breakout rooms with partners.

## **We will measure this summatively by:**

Pre/post assessments, Final Drafts Papers (using writing rubrics from Lucy Calkins).

## **Action steps we will take to meet our goal:**

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

1. Using Lucy Calkins Narrative Unit
2. Teaching students to self-assess and partner assess.
3. Supplemental Narrative Tasks (using information in their writing)
4. Returning to narrative for the final unit (fairy tales) and building on what they learned with informational and opinion writing.

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

Students will be using zoom for lessons, flipgrid, breakout rooms, drafting on the computer, jamboard.



## **Grade Level/Department/Team:**

Fourth Grade

## **Goal:**

From September 2020 to May 2021, 4th grade students will show progress in reading fluency and comprehension.

## **We will measure this formatively by:**

We will formatively measure this by using iReady, running records, class observations, and small group observations.

## **We will measure this summatively by:**

We will summatively measure this by using Benchmark CSAs and Teacher's College running records and assessments.

## **Action steps we will take to meet our goal:**

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

- Analyze student data and track student growth towards their goal.
- Teach students how to choose books at their independent reading level and provide coaching and support.
- Regular Word Work to build vocabulary and fluency.
- Using grade level read aloud's to give all students access to grade level texts and strategies.

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

- iReady reading
- Digital libraries: Sora, Epic
- Imagine Learning (ELL students)
- Learning A-Z (formerly Raz Kids)



**Grade Level/Department/Team:**

5th grade

**Goal:**

**Reading:**

- Increase comprehension scores by one level.
- Students who read below Level S on the Running Records scoring guide via the Teachers College will increase their reading level at least one level.

**We will measure this formatively by:**

We will use ongoing data from the iReady reading personalized instruction. The i-Ready Reading program adapts to students' reading levels and we teachers can assign specific lessons to support relevant comprehension skills as needed.

**We will measure this summatively by:**

We will use the fall, winter, and spring diagnostic iReady results, as well as benchmark comprehension tests.

**Multiple Measures:**

- We will use the scoring guides and student data from the Benchmark Comprehension pre-test (September 2020), the mid-year test (January 2021) and the post-test (early June 2021) to measure student reading comprehension. The scoring guides are available through Benchmark Literacy.
- i-Ready Reading diagnostic assessments (administered in September 2020 and thereafter in January 2021 and June 2021).
- Student reflection papers and conversations will be analyzed and evaluated. Proficiency will be measured by: Comprehension of the text as defined by identifying crucial information and eliminating extraneous information.
- Students will be able to make real-life connections through various texts (written, visual, and auditory).

**Action steps we will take to meet our goal:**

- We will monitor interventions as needed in iReady Reading
- We will give relevant ongoing assessments available in Benchmark Universe. These passages are typically non-fiction and have five multiple choice questions and specific to reading comprehension skills such as main idea, connotation, conclusion etc.

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





We are using the i-Ready reading program and Benchmark Ongoing Assessments online in Benchmark Universe.

We will meet with each student individually in a breakout session in Zoom to discuss their running record reading levels.





**Grade Level/Department/Team:**

6th grade

**Goal:**

Increase Benchmark reading comprehension scores for all students, especially Latinx students which includes about zero to three students per teacher.

**We will measure this formatively by:**

Benchmark reading comprehension ongoing formative assessments, Running records data, teacher-created reading quizzes

**We will measure this summatively by:**

Benchmark reading comprehension pre-test in September 2020, mid-year test in January 2021 and end-of-year test in May/June 2021. iReady Assessments from the beginning of the year, mid-year, and end of the year.

**Action steps we will take to meet our goal:**

Teach comprehension skills as listed on the Benchmark summary sheets assigned to each student. Analyzing scores and shoring up holes in students' learning as it relates to reading context clues, analyzing character, understanding authors' purpose, understanding words (homophones, antonyms, homonyms, synonyms) and text structure, understanding how to find the main idea, how to infer and summarize etc. Oral reading so students can hear themselves and begin to notice missed words and restate what they have read.

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

Students will use their Chromebooks to read online comprehension assessments as directed by their teacher i.e. SBA online practice tests. iReady, Newsela, Epic, and Benchmark CSA's. Text to Speech when available for students to use.





**Grade Level/Department/Team:**

Learning Support (ELL, Title/LAP, ELL)

**Goal:**

Primary students will increase their phonological awareness skills, their ability to identify and decode targeted words representative of the consonant and vowel pattern types in English, and grade level appropriate sight words according to assessments measuring decoding skills.

**We will measure this formatively by:**

Acadience progress monitoring, PSI assessment, PASI assessment, Imagine Learning reports, and curriculum based assessments.

**We will measure this summatively by:**

Acadience Benchmark testing and ELPA-21 testing.

**Action steps we will take to meet our goal:**

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

Work with students in small groups on targeted skills via remote and in person learning; provide whole class instruction on phonological awareness skills; collaborate with classroom teachers on learning targets that can be blended with small group instruction; collaborate with parents at Literacy Nights to give strategies to use at home; provide take home materials for students to practice skills at home during materials pick up weeks.

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

Imagine Learning, Seesaw activities linked to phonological awareness skills, zoom breakout rooms, LearningAlly audiobooks, Learning A to Z ELL, document cameras w/screen sharing.



## **Grade Level/Department/Team:**

Specialists - MUSIC  
PE  
LIBRARY

## **Goal:**

SWBAT decode and comprehend questions asked in summative assessments. (Identifying vocabulary, following multi-step tasks, labeling diagrams using content specific tier 3 terms)

## **We will measure this formatively by:**

- Oral responses
- Visual responses (application of the knowledge)
- Written classwork - fill-in the blanks, draw the symbols, label the parts, etc.

## **We will measure this summatively by:**

- Teacher created assessment
- State Assessment

## **Action steps we will take to meet our goal:**

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

- MUSIC - music theory packet. We work on it periodically throughout the year to align with the recorder performance curriculum. Word wall with term, definition, and symbol. We add the word as it appears in the curriculum.
- PE - review of content using posters/flip-cards, oral question and answer
- LIBRARY - class discussion of story elements, character traits, genre, windows/mirrors, written responses

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

- iPod, computer, videos (YouTube), classroom monitor, doc camera, RedCat, headset microphone,
- LMS - Seesaw & Canvas, Zoom, Kami, Chrome Music Lab, MusicPlay, Google Slides, WeVideo