

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Lynndale Elementary

Year: 2016 - 2017

School Theory of Action/Target Area

If we use assessment in instruction when providing students with tasks that allow them to engage in content learning grounded in evidence then students will increase their ability to engage in mathematics, read, write, and speak grounded in evidence.

Whole School Achievement Goal- As a result of this action:

Compared to 47.75% of students meeting standard on the math SBA in 2016 , 53% of all students tested will meet standard on SBA math in 2017.

Achievement Gap:

- **Measurement/Assessment:** SBA

Student Group	Current % Successful	Goal % Successful
Comparison Group A Free and Reduced Lunch	37.5%	33%
Comparison Group B ELL	20%	28%
All Students <small>Click here to enter text.</small>	47.75%	53%

Strategic Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

% of students meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessment)

- Elementary School Students (Grades 3 – 6)

% of students with greater than 90% attendance

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School Vision/Mission:

At Lynndale we share a vision of a collaborative learning community based on dedication to improving instruction meeting all students' academic and social emotional needs. Through high behavioral and academic expectations, students will be prepared for their continued education and be contributing members of their community.

School Demographics:

45% White	25% Hispanic	12% Two or More Races	8% Black	7% Asian	1% American Indian/Native Alaskan
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Parent, Family, and Community Involvement in this Plan:

At Lynndale we strive to have parents involved in their children's education. As a community we strongly believe that parents are their child's first teacher. The last 2 years we were awarded the School of excellence award by the National PTA. This award was given to Lynndale for the efforts made to engage parents in all aspects of their child's education. This year we are continuing our work with our families. A few things that we are adding this year are regular educational component/learning at all PTA meetings. The second addition will be coffee chats with the principal once a month. This will be an opportunity for parents to have conversations about school work, homework, and other concerns they may have.

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Staff Perceptual Data |
| <input type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Other: | |

Summary of strengths or greatest progress based on the data:

• 82% of 2 nd grade students at standard based District 2 nd grade math assessment
• 84% of 2 nd Grade students are reading at or above grade level.
• 85% of Kindergarten were at or above standard for sight words
55% reduction in office referrals

Prioritized areas of opportunity or greatest challenge based on the data:

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- | | |
|----|---|
| 1. | 26% of 5 th Grade students meeting standard in math on the SBA |
| 2. | 44% of 6 th Grade students meeting standard in Math on the SBA |
| 3. | Click here to enter text. |
| 4. | Click here to enter text. |

State Participation Rate: 95% participation required

<input type="checkbox"/> Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: Click here to enter text.	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 67%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. Plan is required: YES <input type="checkbox"/> NO <input type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: Reading: Click here to enter text. Listening: Click here to enter text. Writing: Click here to enter text. Research/Inquiry: Click here to enter text.	

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

[Click here to enter text.](#)

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Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	Use quick quizzes to guide instruction and for pulling small groups. Model math discourse. <ul style="list-style-type: none"> - Sentence stems - Using model videos for student math talk. - Teacher modeling Move to common core assessments. Use Think Central for additional practice Math Vocabulary Make sense of problems and persevere in solving them. <ul style="list-style-type: none"> - Small group pull out support 	Click here to enter text.
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Math centers. – pulling small groups Nifties – Self pacing story problems. Moby Max – Leveled Online Math Program	Click here to enter text.
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Integration of 2 nd step program. Sentence stems to increase discourse amongst all students. Teacher/student relationships <ul style="list-style-type: none"> - Class morning meetings - Positive classroom supports - Peer partners/tutors 	Click here to enter text.

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	Work around Math Talk <ul style="list-style-type: none"> - Sentence stems 	Click here to enter text.

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	Aligning current math curriculum to CCSS and CCSS assessments. Tracking common assessments for data review	
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Technology integration with math programs	Click here to enter text.

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

Third Grade OSPI Literacy Expectation <i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	Monitoring Schedule
Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.	<input type="checkbox"/> Additional learning time within the School Day <input type="checkbox"/> Before and After School Programs <input type="checkbox"/> Family Involvement at School (and outside of school) <input type="checkbox"/> Targeted Professional Learning <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring Click here to enter text.	Click here to enter text.
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?	Click here to enter text.	Click here to enter text.
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.	Click here to enter text.	Click here to enter text.