

**School Theory of Action/Target Area**

If we intentionally ask all our students **higher-level questions** that require them to regularly **justify their answers** across all content areas, then all our students will be better able to **read, write, and speak grounded in evidence.**

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

Compared to 51% of tested students meeting standard on the Math portion of the SBA in spring 2016, 56% of tested students will meet standard on the Math portion of the SBA in spring 2017.

**Achievement Gap:**

➤ **Measurement/Assessment:** Smarter Balanced Assessment

<b>Student Group</b>	<b>Current % Successful</b>	<b>Goal % Successful</b>
<b>Comparison Group A</b> Students identified as ELL	42% of 3rd grade ELL students met standard 29% of 4th grade ELL students met standard 17% of 5th grade ELL students met standard 0% of 6th grade ELL students met standard	48% of 4th grade ELL students meet 36% of 5th grade ELL students meet 25% of 6th grade ELL students meet.
<b>Comparison Group B</b> Students identified as Latino/Hispanic	52% of 3rd grade Latino students met standard 29% of 4th grade Latino students met standard 25% of 5th grade Latino students met standard 14% of 6th grade Latino students met standard	57% of 4th grade Latino student meet 36% of 5th grade Latino students meet 33% of 6th grade Latino students meet
<b>All Students</b>	69% of 3rd grade met standard 56% of 4th grade met standard 38% of 5th graders met standard 41% of 6th graders met standard	72% of 4th graders meet standard 60% of 5th graders meet standard 44% of 6th graders meet standard

**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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Strategic Direction Indicators of Focus:**

Percent of students meeting or exceeding standard in Math and growth over time.

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**School Vision/Mission:**

Lynnwood Elementary School is a diverse learning community committed to excellence in academics, ingenuity, and personal character.

**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:**

Lynnwood Elementary School has an enrollment of over 600 students in kindergarten – 6<sup>th</sup> grade. 55% of our students qualify for our free or reduced lunch program. About 26% of our students qualify for our English Language Learner program.

**Parent, Family, and Community Involvement in this Plan:**

Regular communication from classroom teachers via email and newsletters regarding related work with specific activities for practicing concepts at home. Academic nights for sharing information..

**Review and Analysis of Data:**

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

- State Assessments
- District Assessments
- School Assessments
- Classroom Assessments
- SAT/ACT
- AP/IB/CHS/Tech Prep
- CTE Industry Certification



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

<b><i>Learning Opportunities for Students</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</b>	<p>Opportunities for ongoing one-on-one and small group support</p> <p>Sentence stems from Language of Learning and SIOB</p> <p>Questioning strategies moving up or down Bloom's Taxonomy</p> <p>Self-assessments with rubrics</p>	Throughout the school year.
<b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>	<p>Opportunities for ongoing one-on-one and small group support</p> <p>Acting as peer mentors to help struggling learners.</p>	Throughout the school year.
<b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b>	Continue implementing our Character Education and behavior intervention model.	Throughout the school year.

<b><i>Learning Opportunities Provided for Staff Specific to the School Target</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b>	<p>Each team will implement common grade level assessments to be given multiple times throughout the school year.</p> <p>Staff will purposefully use questioning and discussion techniques to support students' ability to communicate their thinking with reasoning and evidence.</p> <p>Opportunities to review the communication standards in the CCSS, the writing adoption materials, and the Danielson Framework in order to apply it to current teaching practices and student learning expectations.</p> <p>Staff participation in the district sponsored math Ambitious Adventures work.</p> <p>Continue professional development concepts</p>	

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	presented in the Ambitious Adventures workshop during staff meeting/Building Time.  Opportunities to calibrate our understanding of rubrics using student work.	
<b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b>	All grade level and specialist team will use the PLC/Cycle of Inquiry model during team meetings.	Throughout the school year.

**Action Plan for the School to Address the Third Grade OSPI Literacy Expectation: N/A**

<b>Third Grade OSPI Literacy Expectation</b> <i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
<b>Intensive Reading and Literacy Improvement Plan</b>	<b>Description of Intervention Practices</b>	<b>Monitoring Schedule</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.	<ul style="list-style-type: none"> <li>● Use of a coach/coaches</li> <li>● Additional learning time within the School Day</li> <li>● Before and After School Programs</li> <li>● Family Involvement at School (and outside of school)</li> <li>● Targeted Professional Learning</li> <li>● Professional Learning Communities</li> <li>● Tutoring</li> </ul> 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.