



Be a H.E.R.O.

## CONTACTS

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SCHOOL

MISSION

All students  
graduate  
college, career, and  
citizenship ready

# 2015-2016 Annual Report

## Isom Elementary School

### SCHOOL IMPROVEMENT PROCESS

The Isom Leadership Team develops an annual School Improvement Plan for the purpose of closing the achievement gap that exists among our students in the area of reading. We're very pleased with our work to date and proud to share that the gap is shrinking. Continuous improvement requires an ongoing and cyclical inquiry process which includes goal setting, planning, acting, analyzing and adjusting. Strategies for the 2016-17 school year include:

**1. Operating as a Learning Community**

*To meet the goal of ensuring that all students learn at high levels, and ultimately graduate college, career, and citizenship ready, we believe Isom should operate as a learning community. This means that for students to learn, staff need to continue to learn and grow as well. This occurs primarily in grade level teams, called Professional Learning Communities (PLC's). These teams plan for rigorous, standards-based units of study, and determine the best ways to assess students to see how well they learned the intended content and skills. From there they analyze assessment data to decide which students need more support to reach their goals, and which students may need extensions. Finally, teachers in our PLC's look at what instructional practices they can grow in to better teach students. This is an ongoing, cyclical, job-embedded process for our staff.*

**2. Improving Instruction**

*We believe there is no greater impact on student learning than what happens in the classroom with educators and students. Isom's continuous improvement commitment includes the ongoing development of our understanding of the 5+ Dimensions of Teaching and Learning framework, which establishes a common vision of and language for quality instruction. We transform our practices through collaborative adult learning opportunities focused on research-based instructional practices.*

**3. Responding to Student Needs**

*An effective response to intervention system includes useful, accessible data and is characterized by clear learning targets, cycles of progress monitoring and responsive interventions. Isom continues to refine and develop systems for collecting, analyzing and responding to meaningful, timely, and user-friendly student achievement data in service of student learning.*

**4. Focusing on Academic Vocabulary**

*The key to much of content learning is access to the critical vocabulary. All of our students are academic language learners and a focus this year is to be intentional about the vocabulary we use in class, and how we teach students to be able to "do" the vocabulary—how to explain their thinking, articulate, present, synthesize, problem-solve, etc.*

## STUDENT DEMOGRAPHICS

Enrollment	
October 2015 Student Count	411
May 2016 Student Count	412
Gender (October 2015)	
Male	208 50.6%
Female	203 49.4%
Race/Ethnicity (October 2015)	
Asian	13 2.5%
American Indian/Alaskan Native	3 0.2%
Black/African American	6 1.5%
Hispanic/Latino of any race	96 23.4%
White	282 68.6%
Two or More Races	11 2.7%
Special Programs	
Free or Reduced-Price Meals (May 2016)	146 35.4%
Special Education (May 2016)	60 14.6%
Transitional Bilingual (May 2016)	49 11.9%
Migrant (May 2016)	19 4.6%
Section 504 (May 2016)	12 2.9%
Foster Care (May 2016)	4 0.9%
Other Information (more info)	
Unexcused Absence Rate (2015-16)	202 0.3%

## TEACHER INFORMATION

### Teacher Information (2015-16)

Classroom Teachers	27
Average Years of Teacher Experience	14.9
Teachers with at least a Master's Degree	66.7%
Total number of teachers who teach core academic classes	25
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	25

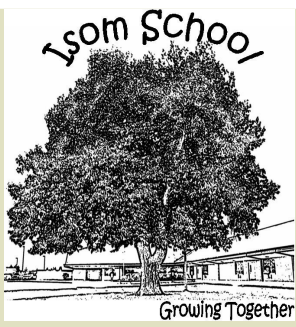
### 2015/2016 SBA/MSP

Grade Level	SBA ELA	SBA Math	Science
3rd Grade	60.4%	69.1%	
4th Grade	72.8%	78.2%	
5th Grade	76.3%	60.5%	78.9%

For more information, please visit <http://reportcard.ospi.k12.wa.us>

### INVITATION TO PARENTS

Parents have access to the academic progress of students through Parent Teacher Conferences and teacher availability. Parental involvement is a key role in the education of our students. We welcome parents/guardians to join us in this endeavor.



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## FEEDBACK FROM PARENTS AND COMMUNITY

Isom Elementary School completes an annual parent feedback survey. Responses along a 5 point scale consistently identify strengths of our school as being very community centered, academic focused with meaningful co-curricular programs, and accessible & responsive to family needs . Areas of improvement grouped around consistent communication, specifically keeping parents informed of events, activities and local & state initiatives.

**DISTRICT  
MISSION  
STATEMENT**  
 All students graduate  
 college, career, and  
 citizenship ready

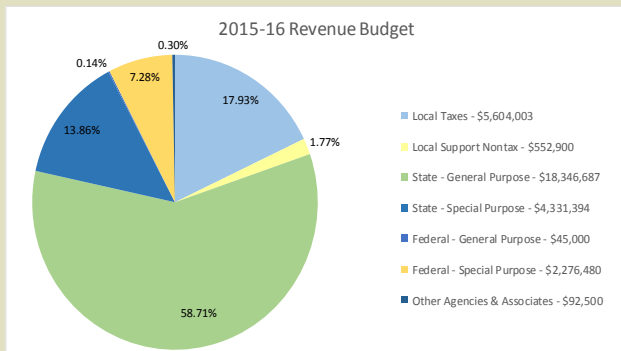
## CONDITION OF SCHOOL BUILDINGS

Isom Elementary School opened its doors in September of 1989. The brick and mortar structure has held up very well over the past 25 years with visitors often commenting on how it doesn't seem that old. Maintenance and updates in recent years have included carpet replacement and a new roof.

## LYNDEN SCHOOL DISTRICT BUDGET INFORMATION

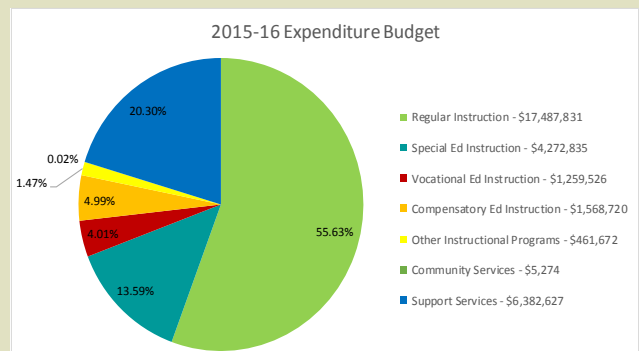
### TOTAL REVENUES PER STUDENT

**\$10,549.00**



### TOTAL EXPENDITURES PER STUDENT

**\$10,613.00**



VISIT US ON THE WEB  
[WWW.LYNDEN.WEDNET.EDU](http://WWW.LYNDEN.WEDNET.EDU)