



Edmonds School Improvement Plan (SIP) (Grades K-6, K-8, 7-8, and 9-12) Three-Year Plan

Template Revised August 31, 2021

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-2022
Our School Name	Terrace Park School

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff (500 words or less, including a table of student demographics). Other data can be added if desired.

Terrace Park School is one school comprising two unique elementary schools. Terrace Park School, grades K-6, is the neighborhood school serving students living within the school geographical boundary area. Challenge Elementary (Challenge Program) is the school serving students, grades 1-6, in the district's Highly Capable Program. Students residing from across the school district participate in the Challenge

Program. Terrace Park School has a long tenure of hosting these two schools within one larger school community. The SIP is written to encompass all student learners across the two different schools; we are one Terrace Park School. The Terrace Park School community believes that all students can be socially and culturally aware citizens, critical and reflective thinkers, and mindful communicators while achieving their highest academic potential. We appreciate the support of the broader school community and two parent organizations; Parent Teacher Association (PTA) and Challenge Parents Association (CPA).

Terrace Park School, 2020-21 School Year

Student Group	Total %
Female	48.62%
Gender X	0.34%
Male	51.03%
Asian	17.93%
Black/ African American	6.55%
Hispanic/ Latino of any race(s)	15.52%
Native Hawaiian/ Other Pacific Islander	2.76%
Two or More Races	12.41%
White	44.83%

Student Group	Total %
English Language Learners	14.48%
Homeless	2.41%
Low-Income	26.21%
Mobile	1.72%
Section 504	1.72%
Students with Disabilities	12.07%

Challenge Elementary, 2020-21 School Year

 Student Group	Total %
Female	42.27%
Male	57.73%
Asian	34.11%
Black/ African American	5.25%
Hispanic/ Latino of any race(s)	2.92%
Native Hawaiian/ Other Pacific Islander	0.29%
Two or More Races	12.54%
White	44.90%

Student Group	Total %
English Language Learners	2.92%
Homeless	0.29%
Low-Income	9.91%
Mobile	1.46%
Section 504	4.37%
Students with Disabilities	5.54%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃ Vision)	The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.
Our Mission	With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.

Data and Stakeholder Engagement Summary

E₃ Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other
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	<p>data)? Data that are available for school improvement planning are below. Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.</p>
<p>Equity (such as student demographics)</p>	<ul style="list-style-type: none"> ● All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, and students with disabilities. Examples of this include Smarter Balanced Assessments (SBA), Acadience, i-Ready Reading Diagnostics, i-Ready Math Diagnostics and curriculum embedded assessments. ● District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, race, ethnicity, ELL/multilingual learners, and homeless student groups ● Staff diversity ● Staff professional development topics, attendance
<p>Engagement (such as school culture and climate)</p>	<ul style="list-style-type: none"> ● Skyward: Student attendance (percent regular attenders), ● Exclusionary discipline (in-school, out-of--school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?) ● Panorama student survey data, grades 3-6 ● Student survey data, grades K-2 (to be developed through building input) ● SEL instruction through Second Step curriculum and Culturally Responsive Teaching practices ● School community/stakeholder surveys
<p>Instructional Excellence (and student learning)</p>	<ul style="list-style-type: none"> ● Homeroom: Grades K-6 i-Ready Diagnostic Assessments including typical and stretch growth, Grades 1-6 Running records; Grade K-6 Acadience (Dyslexia Screener) ● OSPI state assessments: Grade K: WaKIDS; grades 3-6: Smarter Balanced Assessments; Multilingual learners: WIDA (ELPA21) ● Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum. ● Curriculum embedded assessments in Literacy and Math

Reflection questions (Please answer each question in one or two paragraphs.)

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

As we begin the 2021-22 school year, we recognize our school community continues to learn amidst the COVID-19 pandemic. The prior two school years included different learning structures of full remote learning and hybrid in-person learning. Some students and staff have not been in a school building for

over 18 months. We recognize prior COVID-19 learning structures potentially impacted student learning. We are committed to building a positive and inclusive school community where students recognize their potential and work towards it while staff champion learning opportunities for students. We face a lack of consistent data from the prior two school years and look forward to gaining new baseline student learning data for this school year and beyond. We know we have resilient learners. We expect our students to reach their typical learning growth by working towards their typical student growth and their stretch growth in Math and Reading. i-Ready diagnostic assessment scores (fall, winter and spring) will guide our understanding of student learning progress over time. Staff provided input into the SIP development process and we plan to engage our stakeholders in active ongoing discussions during the school year.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

Staff provided input to the SIP during September and early October. Staff will continue to give input during the school year as we work towards goal strategies and monitor our progress at regular intervals of time. We will find opportunities for our students and families to be included in active ongoing discussions regarding student learning and student engagement.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

In March 2020, school structures changed due to COVID-19. For the remainder of the 2019-20 school year, students and staff worked under full remote learning structures. Teachers adapted instruction and instructional materials to best serve students while they learned from home. The 2020-21 school year started under full remote learning. Teachers used Learning Management Systems and Zoom instruction to provide whole group and small group instruction. In March 2021, students had the option of attending school under a hybrid model or remaining under full remote learning through June 2021. Since March 2020, curriculum embedded assessments, district adopted assessments and state assessments (Smarter Balanced Assessments) occurred under modified assessments structures or did not occur at all.

Delivering instruction and gauging student learning through assessments has been difficult. We feel the full glimpse of student learning and for some students, their student learning potential was impacted by non-traditional in-person learning structures.

What are the goals that our school will focus on this school year and why?

Our goal is to be responsive to data observations from various data sources. We plan to use data observation information, by classroom walk-throughs and teacher student conferring, to improve teaching and learning in all classrooms while promoting a sense of belonging for all students.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K - 8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1: (SMARTIE goal here)

Between Fall of 2021 and Spring of 2024, students in grades 4-6 will meet their i-Ready diagnostic “typical growth” in reading each year for the next three years so that they are reading at least at grade level as determined by SBA data. We plan to see 2-3% growth in student achievement of this goal over the prior school year.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we focus as a staff on increasing our data literacy and implementing high-leverage teaching strategies, then students will receive more differentiated instruction in order to be able to read at or above grade level standard.

How will we get the work done?

Strategies we will complete this year (Please list <i>up to three</i> strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Increase data literacy of certificated staff centered on Reading to correlate with understanding and applying high-leverage teaching strategies.	Brett Hagen/Jimmy Nguyen Certificated classroom staff
Strategy 2: (optional)	
Strategy 3: (optional)	

How will we know that the strategy is working?

Strategy 1: Systems and structures are created for data review/analysis which impacts instructional practice for students.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Certificated staff needs assessment on data literacy focused on Reading ● i-Ready Training for certificated staff ● Review i-Ready Fall diagnostic student data ● Shifts in instructional practices (small group or conferring) 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● i-Ready Fall Diagnostic data ● Running Records
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Review Fall SBA ELA data ● Grade level team collaboration around data ● PD on high-leverage instructional practices ● Shifts in instructional practices (small group or conferring) 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Fall SBA ELA student data ● Staff self-reflection and/or building walk-throughs
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Review i-Ready Winter diagnostic student data ● Continued data informed differentiated instruction in Reading ● Shifts in instructional practices (small group or conferring) 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Winter i-Ready diagnostic data ● Running Records

Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

SIP Goal 2: (SMARTIE goal here)

Between Fall of 2021 and Spring of 2024, students in grades 4-6 will meet their i-Ready diagnostic “typical growth” in math each year for the next three years so that they are at least meeting grade level standards as determined by i-Ready and curriculum embedded assessments. We plan to see 2-3% growth in student achievement of this goal over the prior school year.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we focus as a staff on increasing our data literacy and implementing high-leverage teaching strategies, then students will receive more differentiated instruction in order to meet or exceed math learning standards.

How will we get the work done?

Strategies we will complete this year (Please list *up to three* strategies to meet the needs of your students)

Person or team responsible

Strategy 1: Increase data literacy of certificated staff centered on Math to correlate with understanding and applying high-leverage teaching strategies.

Brett Hagen/Jimmy Nguyen
Certificated classroom staff

Strategy 2: (optional)

Strategy 3: (optional)

How will we know that the strategy is working?

Strategy 1: Systems and structures are created for data review/analysis which impacts instructional practice for students.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Certificated staff needs assessment on data literacy ● i-Ready Training for certificated staff ● Review i-Ready Fall diagnostic student data ● Review Beginning of Year curriculum embedded assessments 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● i-Ready Fall Diagnostic data ● Beginning of Year Curriculum Embedded Assessments
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Review Fall SBA Math data ● Review curriculum embedded assessments ● Grade level team collaboration around data ● PD on high-leverage instructional strategies ● Shifts in instructional practices (small group or conferring) 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Fall SBA Math student data ● Curriculum embedded assessments
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Review i-Ready Winter diagnostic student data ● Continued data informed differentiated instruction in Math ● Shifts in instructional practices (small group or conferring) 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Winter i-Ready diagnostic student data ● Curriculum embedded assessments
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <i>SIP Reflect and Revise Summary</i></p>		

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

SIP Goal 3: (SMARTIE goal here)

Between Fall of 2021 and Spring of 2024, all students will feel a sense of belonging to Terrace Park School each year as measured by Panorama data and/or other qualitative data sources.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If building staff know each student’s story, strength and need then students will feel a sense of belonging to Terrace Park School.

How will we get the work done?

Strategies we will complete this year (Please list up to three strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Every certificated classroom teacher knows their student’s story, strengths, and needs. <i>Incorporate this information into daily student interactions.</i>	Brett Hagen/Jimmy Nguyen Certificated staff Classified staff
Strategy 2: (optional)	
Strategy 3: (optional)	

How will we know that the strategy is working?

Strategy 1: Student and staff interactions are based on a staff’s personal knowledge and awareness of a student’s story, strength and need resulting in a sense of trust and belonging.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

30-day plan	What does this look like in action?	What evidence or data will we review? (e.g., implementation and/or outcome data)
	<ul style="list-style-type: none"> ● Social emotional curriculum instruction to promote a student’s ability to share their story, strength and need. ● Provision of building-wide lesson(s) focused on belonging provided to all classrooms ● Development of a SEL screener for grades K-2 ● Staff documentation of student’s story, strength and need ● Review of tools including Adverse Childhood Experiences (ACE) to understand students 	<ul style="list-style-type: none"> ● Review Fall SEL Wellness Data, Grades 3-6 ● Staff reflection of their progress to knowing students

60-day plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Social emotional curriculum instruction to promote a student’s ability to share their story, strength and need. ● Staff use information from the 30 day plan to provide supportive interventions for developing belonging for students 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Review Winter SEL Wellness Data, Grades 3-6 ● K-2 Belonging Survey (to be developed)
90-day plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Social emotional curriculum instruction to promote a student’s ability to share their story, strength and need. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Review Spring SEL Wellness Data, Grades 3-6 ● K-2 Belonging Survey
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <i>SIP Reflect and Revise Summary</i></p>		

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Brett Hagen	Principal
Jimmy Nguyen	Assistant Principal
Various Terrace Park Staff Members	<p>Staff Collaboration meetings on</p> <ul style="list-style-type: none"> ● September 28 ● September 29 ● October 6 ● October 12
Lane Tollefsen	Instructional Leadership Team

Tammy Reardon Nicole Newsum-Chrisman Megan Teeter Tanya Yoshida-Rude David Moore KC Steinke	
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Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan