

THREE-YEAR PLAN

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

Template Revised 08/06/2024

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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

Our School Name Terrace Park Elementary

Current School Year 2025-2026

Section 1. Our School

Terrace Park Elementary provides a special and energetic educational setting, marked by its dedication to inclusiveness, rigorous academics, and comprehensive student growth. We are honored to support a varied pupil population by merging two separate curricula within our primary grade framework (kindergarten through grade six): the immediate vicinity's standard courses and the district's Highly Capable Challenge Program.

This exceptional design enables us to prioritize the development of the entire learner, fostering citizens who are socially and culturally knowledgeable, analytical thinkers, and deliberate communicators, achieved through a broad educational perspective. Our steadfast alliance with the Parent Teacher Association highlights the critical nature of family and community participation in ensuring great student achievement.

We are excited to announce that we have begun the process of revising our school vision and mission. This is a critical endeavor, and we are dedicated to ensuring our updated guiding principles reflect the values and aspirations of our entire community. We are taking the

necessary time to actively include stakeholder voices, specifically those of our families and students, as we shape our path forward.

Students in the Neighborhood Program

Federal Race	Federal Race Student Count	Total Count	Student Percentage
Asian	48	297	15.8%
Black/African American	15	297	5.4%
Hispanic/Latino of any race(s)	53	297	17.8%
Two or more races	29	297	10.8%
Native Hawaiian/Other Pacific Islander	20	297	0.7%
White	147	297	49.5%

Students in the Challenge Program

Federal Race	Federal Race Student Count	Total Count	Student Percentage
Asian	149	414	36.2%
Black/African American	12	414	3.4%
Hispanic/Latino of any race(s)	29	414	7.0%
Two or more races	54	414	12.6%
Native Hawaiian/Other Pacific Islander	1	414	0.2%
White	166	414	40.6%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3) Vision | Equity, engagement, and excellence for each and every student

Our Mission | Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Data and School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

Equity (such as student demographics, listening sessions)

- ☒ Student demographics
- ☐ Employee demographics
- ☐ Enrollment in advanced courses and specialized programs
- ☒ Opportunity gaps in academics, social-emotional learning, and discipline
- ☐ Family Surveys
- ☐ Special education and least restrictive environment data
- ☐ Other

Engagement (such as school culture and climate)

- ☐ State data on students who are regular attenders
- ☒ District attendance data
- ☐ Exclusionary discipline data
- ☒ Student survey data
- ☐ Family survey data
- ☒ Family partnerships
- ☒ Participation in events and volunteer opportunities
- ☐ Other

Instructional Excellence (and student learning)

All Students

- ☒ State ELA assessment
- ☒ State math assessment
- ☒ WCAS and/or WA-AIM
- ☐ State student growth
- ☒ Grade level on-track indicators
- ☒ Acadience

- ☒ Classroom observation tool
- ☐ Other

Elementary

- ☒ State WaKIDS
- ☒ i-Ready reading
- ☒ i-Ready math
- ☐ Running Records
- ☐ Other

Secondary

- ☐ State graduation rates
- ☐ State dropout rates
- ☐ State ninth grade on-track
- ☐ District course completion
- ☐ District grades/GPA
- ☐ District i-Ready
- ☐ Other

Reflection Questions (Please answer each question in 150 to 300 words.)

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

Students in the Challenge Program continue to demonstrate exceptional academic performance based on recent Smarter Balanced Assessment (SBA) data. In both English Language Arts (ELA) and Math, a remarkable 95% of students scored at or above grade level. Furthermore, 100% of students met or exceeded grade-level standards in Science. While these scores are excellent, our continuous focus remains on challenging these students to deepen their knowledge and tackle more complex academic challenges as they progress through the curriculum.

The Neighborhood Program has shown measurable academic improvement while identifying clear areas for sustained growth. Students made strong academic gains compared to the previous year's SBA results, increasing scores by 3% in ELA and 5.5% in Math. Currently, 60% of students are scoring at or above grade level in ELA, and 59.5% are meeting grade-level expectations in Math.

A critical area requiring attention is student attendance. Last year, 76% of Neighborhood Program students were consistently in attendance, which represents a 3% decrease from the previous year's attendance rate. Improving consistent attendance will be paramount for sustaining and accelerating academic progress in the Neighborhood Program.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

We are pleased to report significant progress toward our School Improvement Plan's (SIP) annual target for Math proficiency among students in grades three through six.

Our goal for the year was to have 61% of students demonstrate increased math proficiency. We are proud that our students nearly met this challenging target, achieving a proficiency rate of 59.5%.

This achievement represents a substantial step forward and reflects the dedication of our students, staff, and instructional strategies. The Instructional Leadership Team is celebrating this success and will use the data from this remaining gap to refine our methods and push past our goal next year.

We are excited to share news of the substantial progress made toward our annual English Language Arts (ELA) goal for students in grades three through six, as outlined in our School Improvement Plan (SIP).

Our target for the year was to have 63% of these students meet grade-level expectations. Through focused instruction and student effort, we successfully helped 60% of our students reach this benchmark.

This achievement marks significant forward momentum and is a direct result of the commitment shown by our educators and the hard work of our students. While we celebrate this success, the Instructional Leadership Team is already analyzing the remaining gap to strengthen our approach and ensure we surpass this goal in the coming year.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

We're pleased to share positive movement in our efforts to foster a stronger sense of belonging among our students.

According to our Fall 2025 data, the percentage of students reporting a strong sense of belonging has increased to 78%. This is a slight but encouraging gain from the 76% recorded at the end of last school year.

While we did not yet meet our annual target of 81%, we are clearly moving in the right direction. We remain committed to this goal and will continue to work hard, collaborating closely with students, staff, and families to increase every student's connection and engagement within our school community.

4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

Our team implemented an ongoing, multi-faceted approach to involve key school community members in the creation, support, and monitoring of our SIP.

The Instructional Leadership Team (ILT) served as the core group for continuous monitoring. We met regularly to analyze data, identify key trends and patterns, and review progress against SIP goals. This essential information was then disseminated and discussed with all staff members through dedicated sessions during staff meetings and in-depth work sessions conducted on a non-student day. This process ensured that all educators were informed, contributing to strategies, and actively supporting the plan's implementation.

We actively shared data and sought input from the broader school community to foster shared ownership of the SIP:

- Families: Key data points, such as the Fall Sense of Belonging Survey results, were formally presented and discussed with parents during a PTA meeting.
- Students: To ensure student voice was heard and understood, the Sense of Belonging data was shared directly with students during a "lunch-bunch" session with the Principal. This informal setting allowed for direct feedback and conversation about how to improve the school environment.

Section 3. School Improvement Plan (SIP)

This section describes what our staff members 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 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth grade on-track for graduation goal, and an engagement goal.**

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

From 2024-2025 to 2026-2027, the percentage of third through sixth-grade students who have met grade-level standards in Reading will increase from 57.2% to 70% as measured by the SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

By Spring 2026, current third through sixth-grade students will increase Reading proficiency from 60% on grade level or above to 65% on grade level or above, as measured by the i-Ready Reading Diagnostic.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we engage in a cycle of inquiry to collaboratively analyze student data with actionable next steps, we will be able to implement appropriate classroom Tier 1 interventions and enrichment to improve student outcomes.

(Desired outcome: strengthen core instruction)

Annual Strategies and Ongoing Work Plan

Reflection questions to consider when identifying our key strategy or strategies

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

Please list one to three key strategies

- Students will receive specific, timely, and goal-directed feedback in ELA in order to help students understand how to improve their performance.
- Students in relevant grades will complete at least two SBA interim assessments in ELA.
- To boost student participation and deepen learning, we will systematically integrate multiple cooperative learning strategies into daily instruction across all classrooms.

What will the strategy or strategies look like in action?

- The learning cycle is completed with specific, timely feedback. The teacher delivers focused guidance immediately following an activity or assessment, concentrating on one or two clear learning goals. The student's role is critical here: they must analyze the feedback (e.g., "Strengthen your claim with evidence from paragraph 4"), and then immediately apply that guidance to revise and improve their work. This ensures feedback is internalized and directly contributes to improved performance in ELA.
- The strategy begins with SBA test familiarity. The teacher will schedule and administer at least two full SBA interim assessments in ELA. This isn't just testing; it's practice. Students will actively complete these digital assessments under standard conditions, learning to effectively use the built-in digital tools (like the highlighter and

scratchpad). The teacher then analyzes the results to pinpoint specific skills needing attention.

- Lessons are designed using cooperative learning strategies. The teacher moves away from traditional lecture formats, instead crafting tasks that *require* students to work together in small, interdependent groups (e.g., using Jigsaw or Think-Pair-Share). Students actively collaborate, taking on specific roles, sharing their thinking, and debating solutions. This ensures all students are engaged and accountable for the content, boosting overall participation.

Team or person responsible

The classroom teacher holds the primary responsibility for executing all three strategies. Support staff (Special Education, ML Teacher): Collaborate with classroom teachers to differentiate both the cooperative learning tasks and the feedback provided, ensuring all students can successfully participate and improve performance.

Progress Monitoring

Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Grade-level teams will review i-Ready Diagnostic in October.
- The Instructional Leadership Team will review progress in January and March.
- Teachers will review student progress with i-Ready lessons.
- Teachers will share data reviews with families during Fall and Spring conferences.
- The student support team, which we call the CARE Team, will review tiered interventions and make recommendations for continued support.

Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

From 2024-2025 to 2026-2027, the percentage of third through sixth-grade students who have met grade-level standards in Math will increase from 54% to 70% as measured by the SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

By Spring 2026, current third through sixth-grade students will increase Math proficiency from 59.5% on grade level to 63% on grade level as measured by the i-Ready Math Diagnostic.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we engage in a cycle of inquiry to collaboratively analyze student data with actionable next steps, we will be able to implement appropriate classroom Tier 1 interventions and enrichment to improve student outcomes.

(Desired outcome: strengthen core instruction)

Annual Strategies and Ongoing Work Plan

Questions to consider when identifying our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?

- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

- Students will receive specific, timely, and goal-directed feedback in Math to help them understand how to improve their performance.
- Students in relevant grades will complete at least two SBA interim assessments in Math.
- To boost student participation and deepen learning, we will systematically integrate multiple cooperative learning strategies into daily instruction across all classrooms.

What will the strategy or strategies look like in action?

- The learning cycle is completed with specific, timely feedback. The teacher delivers focused guidance immediately following an activity or assessment, concentrating on one or two clear learning goals. The student's role is critical here: they must analyze the feedback (e.g., "Strengthen your claim with evidence from paragraph 4"), and then immediately apply that guidance to revise and improve their work. This ensures feedback is internalized and directly contributes to improved performance in Math.
- The strategy begins with SBA Test Familiarity. The teacher will schedule and administer at least two full SBA interim assessments in Math. This isn't just testing; it's practice. Students will actively complete these digital assessments under standard conditions, learning to effectively use the built-in digital tools (like the highlighter and scratchpad). The teacher then analyzes the results to pinpoint specific skills needing attention.
- Lessons are designed using cooperative learning strategies. The teacher moves away from traditional lecture formats, instead crafting tasks that *require* students to work together in small, interdependent groups (e.g., using the Jigsaw or Think-Pair-Share method). Students actively collaborate, taking on specific roles, sharing their thinking, and debating solutions. This ensures all students are engaged and accountable for the content, boosting overall participation.

Team or person responsible

The classroom teacher holds the primary responsibility for executing all three strategies. Support staff (Special Education, ML Teacher): Collaborate with classroom teachers to differentiate both the cooperative learning tasks and the feedback provided, ensuring all students can successfully participate and improve performance.

Progress Monitoring

Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Grade-level teams will review i-Ready Diagnostic in October.
- The Instructional Leadership Team will review progress in January and March.
- Teachers will review student progress with i-Ready lessons.
- Teachers will share data reviews with families during Fall and Spring conferences.
- The student support team (the CARE Team) will review tiered interventions and make recommendations for continued support.

Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

From 2024-2025 to 2026-2027, students in grades three through six will increase their sense of belonging from 76% to 91%, as measured by the district-created student survey.

Data Review to Identify Our Annual Target Goal

Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From 2025-2026, students in grades three through six will increase their sense of belonging from 78% to 83%, as measured by the annual student survey.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we engage in a cycle of inquiry to collaboratively analyze student data with actionable next steps, we will be able to implement appropriate classroom Tier 1 interventions and enrichment to improve student outcomes.

(Desired outcome: strengthen core instruction)

Annual Strategies and Ongoing Work Plan

Questions to consider when planning our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

1. Cultivate a Shared Community Language and Accountability: Establish a universal, school-wide framework for understanding and addressing conflicts and challenges, ensuring every student from kindergarten through sixth grade feels heard and understands the path toward resolution and repair.
2. Foster Self-Advocacy Through Equitable Understanding and Confidentiality: Explicitly teach the concepts of equity vs. equality to empower students to advocate for their needs, while simultaneously increasing student awareness of privacy practices to build trust and respect around personal consequences.
3. Amplify Success and Empower Student Leadership: Intentionally redesign celebration practices to ensure students genuinely *feel* recognized for their successes, and create diverse, authentic student leadership opportunities that allow students to contribute meaningfully to the school environment.

What will the strategy or strategies look like in action?

- Establish structured, age-appropriate repair or conflict resolution circles where students, guided by a facilitator, practice using the shared language to discuss harm, express feelings, and collaboratively agree on actions to repair the relationship or situation.
- Integrate explicit, age-appropriate lessons on the difference between equity (everyone getting what they need) and equality (everyone getting the same thing) into the curriculum to build a foundation for understanding fairness and personal need.
- Teach students practical skills for self-advocacy, such as how to politely ask a teacher for help, how to explain a personal need, or how to respectfully share a concern or challenge they are facing.
- Significantly increase student leadership opportunities beyond typical roles. Create specific, meaningful roles such as Student Ambassadors (to greet new students and lead tours), a Conflict Resolution Crew, a Recess/Lunch Advisory Committee (to plan activities or suggest improvements), and Classroom Tech Helpers.

Team or person responsible

1. Ensure every adult in the building is trained and actively supports the strategies, as their daily interactions are crucial to a student's sense of belonging. This includes:

- Administration
- Teachers
- Paraeducators
- Counselors
- School Psychologist
- Office Personnel (Secretaries/Clerical Staff)
- Custodial/Maintenance Staff (as appropriate)
- Nurses/Health Staff (as appropriate)

2. Engage Families and Caregivers

Actively involve families and caregivers as essential partners in reinforcing the school's positive culture and language at home. This support ensures consistency between the school environment and the home, amplifying the strategies' positive effects.

Progress Monitoring

Questions to consider when planning you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Strategy 1: Community Language and Accountability

- Discipline Data (Reduction in Punitive Actions): Administration/Counselors will review Office Discipline Referrals (ODRs) monthly to track the frequency of major/minor referrals and the use of restorative practices versus traditional punitive measures.
- Implementation Fidelity Check: Administration/SIP Team will use short observation tools bimonthly to determine if staff are consistently using the universal restorative language.
- Student & Staff Perceptions Survey: Counselors/SIP Team will survey staff and students in the Fall (baseline) and Spring (progress) on the clarity of the shared language and their perception of fairness.

Strategy 2: Self-Advocacy and Confidentiality

- Self-Advocacy Anecdotal Logs: Teachers and Counselors will log instances where students successfully employ self-advocacy skills with a quarterly review.
- Curriculum Review (Equity Lessons): Grade-Level Teams/Admin will review lesson plans quarterly to verify the explicit teaching of Equity vs. Equality and privacy/confidentiality procedures.
- Student Perception Survey (Trust/Fairness): SIP Team/Psychologist will survey students in the Fall (baseline) and Spring (progress) on their understanding of equity and their comfort level and trust in staff.

Strategy 3: Success and Leadership

- Student Belonging Survey: The School Psychologist will administer a standardized or custom survey in the Fall (baseline) and Spring (progress) to measure students' feelings of being recognized, valued, and celebrated.

- Leadership Participation Data: Administration/Counselors will track the number of students involved in leadership roles monthly and review quarterly, ensuring data is disaggregated by demographics to guarantee equitable access.
- Celebration Quality Observation: The SIP Team/Administration will use a checklist bi-monthly to observe and rate the frequency and quality of classroom and school-wide celebration practices.

Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Dr. Rachel Torazzi	Principal
Kelly Kreher	Assistant Principal
Lindze Wilson	ILT Member - 1st Grade Challenge Teacher
Megan Teeter	ILT Member - 5th Grade Challenge Teacher
Charlotte Davidson	ML Teacher
Luke McQuade	School Counselor
Ashley Hirst	ILT Member - 3rd Grade Neighborhood Teacher
Kindergarten - Sixth Grade Teachers	Goal #3 was created together through the contributions of all teachers and staff, ensuring everyone was aligned on the objective.

Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template_2025-26](#)
- [End of Year Reflect & Revise Template_2025-26](#)