

Vision:

Every Student Thrives



Mission:

To Create an educational community that ignites a passion for learning where every student is known and empowered

Core Values:

- Student Focused
 - Culture of Belonging
 - Equity
 - Accountability
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Totem Falls Elementary
25-26 School Improvement Plan

Totem Falls

2024-25

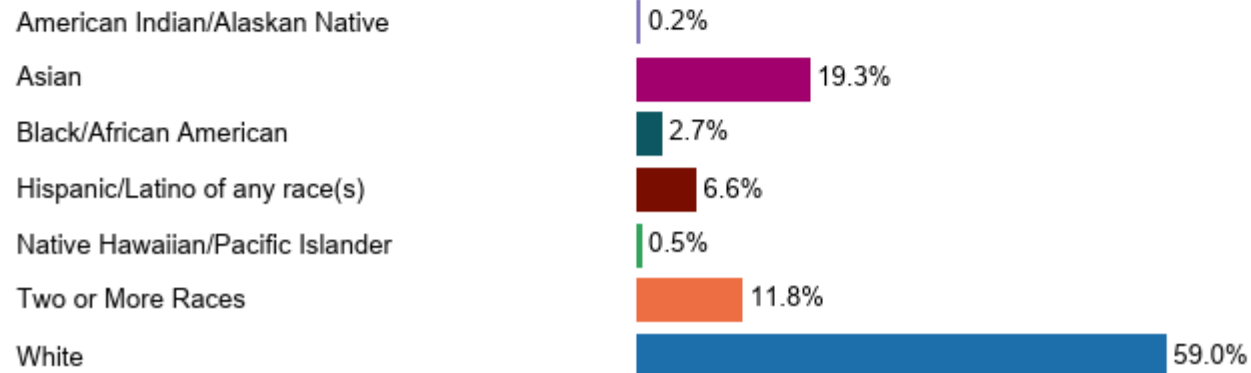
Total Student Enrollment

441

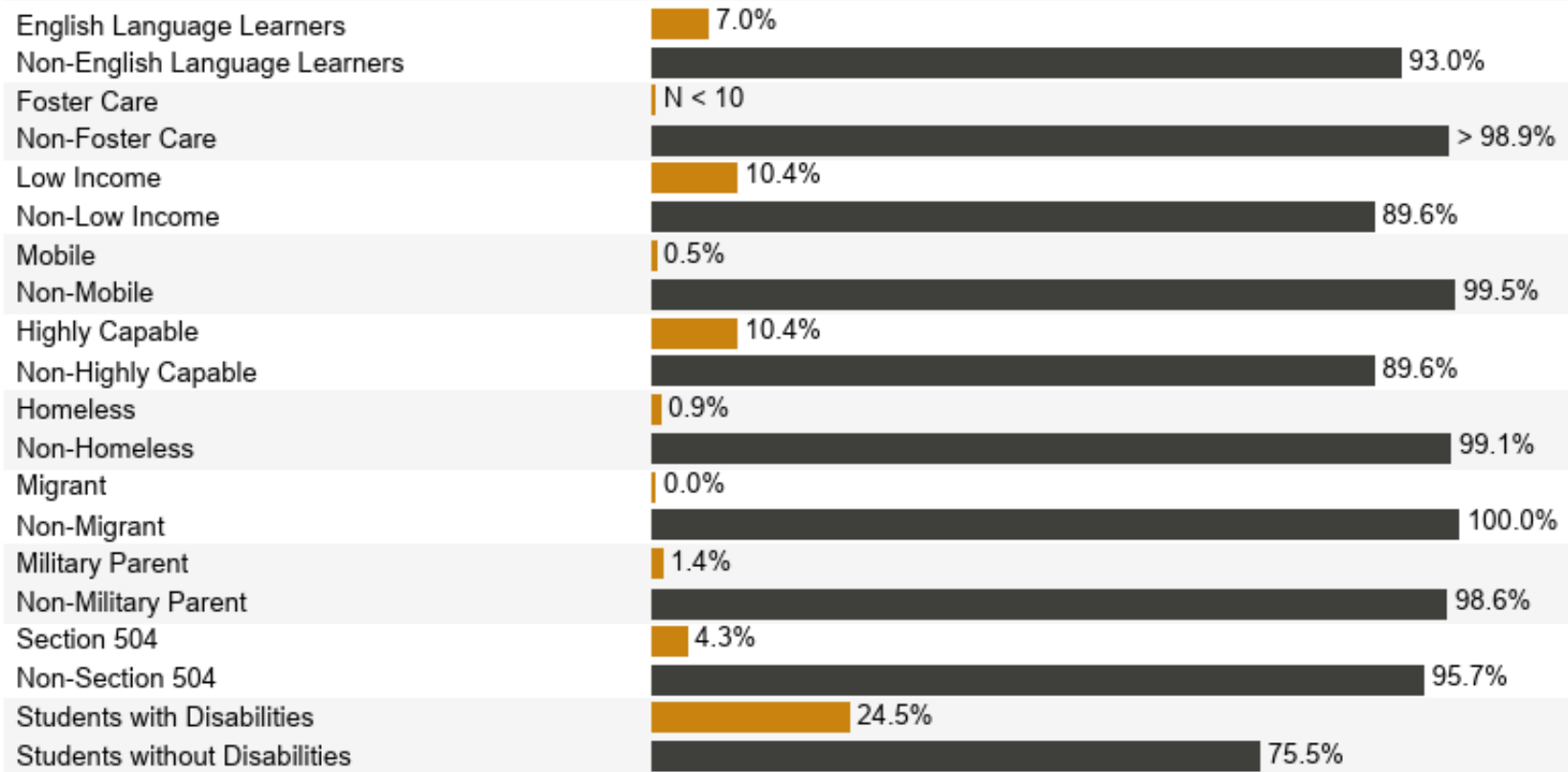
Gender



Race/Ethnicity



Program and Characteristic



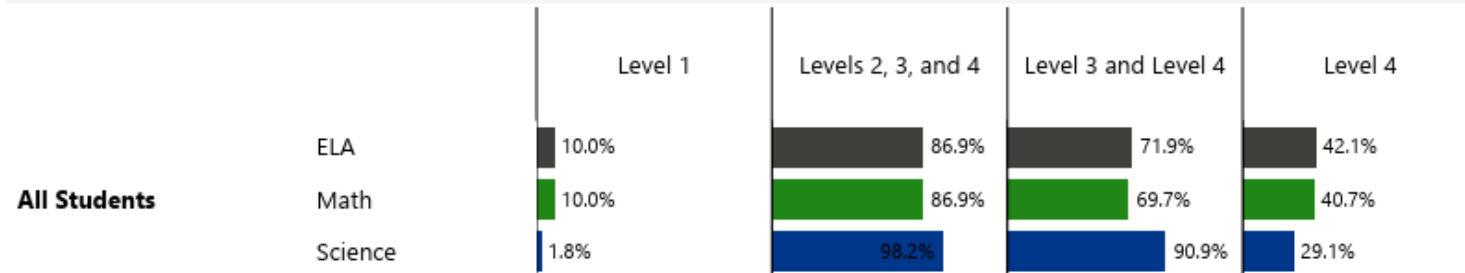
Totem Falls

2024-25

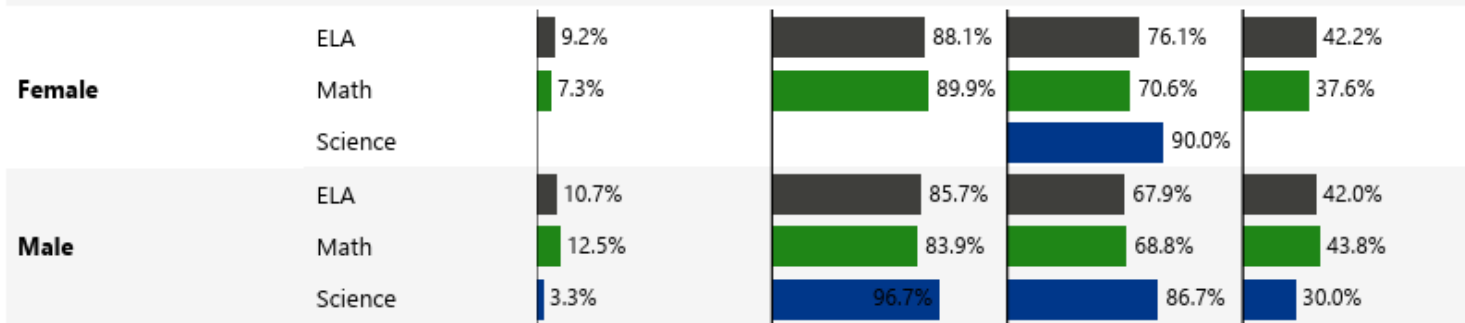
Smarter Balanced Assessments (SBA): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

Washington Comprehensive Assessment of Science (WCAS): Science state assessment for grades 5, 8, and 11.

Achievement Levels



Gender



What is our building vision and mission statement?

Totem Falls Mission: Totem Falls mission is to foster an inclusive and positive environment where learners of all backgrounds thrive. We believe in the power of collaboration and respect, recognizing that every individual has unique perspectives and strengths. We aim to create a community where everyone feels valued and empowered to reach their full potential.

Totem Falls Vision: Every student soars.

Totem Falls Values: Safe, Outstanding Citizen, Always Respectful, and Responsible

Review the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
<p>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</p> <p>What student groups will benefit and why?</p>	<p><i>What short-and long-term data will be collected to measure the extent to which this evidence-based practice (intervention, activity, or strategy) was implemented as intended?</i></p> <p><i>What short-and long-term data will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

Goal #1 - Literacy

By June 2026, students in grades 3–6 at Totem Falls Elementary will increase proficiency in writing full narrative, opinion, or expository texts as measured by the SBA ELA Writing Claim, with scores increasing by 10% from Spring 2025 to Spring 2026.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Implement Being a Writer Performance Tasks focused on composing complete narrative, opinion, and expository texts.	Lesson observations, student writing samples, and unit assessments	Fall 2025-Spring 2026	Classroom Teachers	Being a Writer curriculum, SBA interims
Provide professional development focused on writing instruction specifically using Being A Writer Performance Tasks, student engagement, feedback, and conferencing.	Staff PD during staff meetings and PGF and classroom walkthrough notes.	Fall 2025-Spring 2026	Principal, Assistant Principal, Classroom Teachers	Being a Writer curriculum, Snohomish Classroom resources
Use pre-assessments to form targeted small groups for writing in instruction and intervention.	PLC notes, student data collection, and progress monitoring.	Fall 2025- Spring 2026	Grade-Level Teams	Being a Writer Performance Tasks pre-assessments, SBA interims

Funding: List and describe funding source(s) associated with the activities described above.

1. No additional funding needed

Goal #2 - Math

By June 2026, the percentage of student in grades K-6 at or above grade level in Math on the STAR assessment will increase from 72% to 82% by focusing on student engagement in mathematics using collaborative, hands-on, and problem-bases learning strategies that promote conceptual understanding and active participation.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Provide professional Development on high-engagement math practices using Snohomish Classroom engagement strategies and Building Thinking Classrooms research.	Staff feedback surveys and classroom observations	Fall 2025-Spring 2026	Principal and Classroom Teachers	PD on Snohomish classroom engagement strategies and Building Thinking Classrooms book.
Use STAR Math data in PLCs to identify trends, plan target instruction, and monitor progress toward grade-level proficiency.	PLC notes, STAR data reports	Fall 2025-Spring 2026	Classroom Teachers	STAR reports, Bridges Curriculum and PLC collaboration time
Collaborate with special education staff to provide targeted, inclusive math instruction that supports engagement and access for students receiving specialized services.	IEP progress data, staff collaboration tool, and STAR Math data for identified students.	Fall 2025- Spring 2026	Classroom Teachers, Special Education Teachers	STAR, Bridges Intervention Curriculum

Funding: List and describe funding source(s) associated with the activities described above.

1. No additional funding needed

Goal #3:

By June 2026, the percentage of students attending school 90% or more of the time will increase from 77% to 95% by strengthening our school-wide systems and family partnerships to promote consistent attendance at Totem Falls.

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Implement a tiered system of attendance support using the guidance from Snohomish School District.	Monthly attendance data, chronic absenteeism reports, and intervention tracking logs.	Fall 2025-Spring 2026	Principal, Assistant Principal, Counselor	Homeroom, Skyward
Strengthen communication with families through attendance letters, phone calls, and meetings focused on problem-solving barriers to attendance.	Documentation of family outreach, meeting notes, and follow-up records.	Fall 2025-Spring 2026	Principal, Assistant Principal, Counselor, Classroom Teachers	Homeroom, Skyward, Snohomish School District Attendance Letters.
Collaborate with special education, multilingual, and counseling staff to identify and support students who face additional challenges with attendance, ensuring equity in interventions	IEP meeting notes, Intervention plans, and subgroup attendance data	Fall 2025-Spring 2026	Principal, Assistant Principal, Counselor, Special Education Teacher, ML teacher	Collaboration time, Homeroom data, IEP progress monitoring data

Continue to implement Tier 1 PBIS structures within classrooms such as morning meetings, access to calm down spaces, and greetings at the classroom door.	Student Forums, student surveys, monthly attendance data	Fall 2025-Spring 2026	Principal, Counselor, Classroom Teachers	PBIS committee meetings, Homeroom, Skyward
Funding: List and describe funding source(s) associated with the activities described above.				
1. No additional funding needed				