Edmonds School District

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 2026-2027

Section 1. Our School

Terrace Park Elementary is a warm, welcoming space where curiosity thrives and every day brings new energy. We are proud to bring two learning pathways under one roof: our neighborhood program and the district's Highly Capable Challenge Program. Bringing these programs together creates a vibrant school community where students share diverse strengths, perspectives, and talents across our classrooms.

We are currently taking time to refresh our school vision, intentionally choosing to "go slow to go fast." It is deeply important to us that this work becomes far more than words on a poster. Instead, we are building a clear, actionable roadmap that directly guides our committee work, grade-level teams, and staff meetings to drive high-impact growth for every single student.

While our dual pathways provide tailored learning, student leadership is what truly unites us. Program lines naturally disappear when students step up to lead peer initiatives, mentor others, and help shape our campus culture. These hands-on opportunities give our kids an authentic

voice, build lasting connections across grade levels, and foster true pride in their school, making student leadership the genuine heartbeat of Terrace Park.

Students in the Neighborhood Program

Federal Race	Federal Race Student Count	Total Count	Student Percentage
Asian	45	297	15.2%
Black/African American	15	297	5.1%
Hispanic/Latino of any race(s)	52	297	17.5%
Two or More Races	36	297	12.1%
Native Hawaiian/Other Pacific Islander	5	297	1.7%
White	143	297	48.1%

Students in the Challenge Program

Federal Race	Federal Race Student Count	Total Count	Student Percentage
Asian	146	373	39.1%
Black/African American	19	373	5.1%
Hispanic/Latino of any race(s)	24	373	6.4%
Two or More Races	46	373	12.3%
American Indian/Alaskan Native	1	373	0.3%
White	137	373	36.7%

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

- [x] State ELA assessment
- [x] State math assessment
- [x] WCAS and/or WA-AIM
- [ ] State student growth
- [x] Grade level on-track indicators
- [x] Acadience
- [x] Classroom observation tool
- [ ] Other

Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] 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?

Our recent 2025 to 2026 Smarter Balanced Assessment (SBA) results reflect the outstanding academic strength of our Challenge Program students. In English Language Arts, 100% of students in grades 3-5, as well as 96.7% of sixth graders, demonstrated grade-level proficiency. Across grades 3-6, an impressive 96% of students met or exceeded standards in Math, while 96.6% of fifth graders showed consistent grade-level mastery in Science.

While we take immense pride in these remarkable scores, high achievement is our starting point, not our ceiling. We remain fully committed to stretching our learners—giving them the tools and encouragement to think deeply, tackle complex concepts, and grow intellectually every day.

Smarter Balanced Assessment (SBA) results for the Neighborhood Program showed varied performance across grades 3 through 6. English Language Arts proficiency saw a slight improvement, rising from 60.0% to 61.1%. Fifth-grade Science demonstrated notable growth, increasing from 54.8% to 68.8% proficiency compared to the previous year. In contrast, Mathematics proficiency experienced a sharp decline, dropping from 59.5% to 50.0%.

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

Based on our data review, 5th-Grade Science and Grades 3–6 English Language Arts (ELA) are achieving our school's goals and making satisfactory progress.

5th-Grade Science represents our strongest area of achievement, with grade-level proficiency increasing significantly by 14.0 percentage points, rising from 54.8% to 68.8% year-over-year. This substantial jump demonstrates high instructional efficacy and indicates that the majority of 5th graders are successfully mastering science standards.

Grades 3–6 ELA is making satisfactory progress by maintaining a positive upward trajectory. Proficiency increased slightly from 60.0% to 61.1%, reflecting steady performance across four grade levels and keeping overall literacy achievement above the 60% mark.

Furthermore, this performance is reinforced by our WSIF (Washington School Improvement Framework) Growth composite score of 8.3, which confirms that student academic growth across the program is progressing at a rate well above the state average.

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?

Based on our data review, grades 3–6 Mathematics is the primary area not achieving our school's goals and not making satisfactory progress.

Overall math proficiency experienced a sharp decrease of 9.5 percentage points, falling from 59.5% to 50.0% and leaving half of all students performing below grade level. A deeper breakdown of grade-level data reveals that 4th grade was a critical driver of this decline, dropping significantly with 30 out of 50 students (60%) scoring two or three grade levels below. This severe gap in foundational skills reverses previous progress and signals an urgent need for strong core instruction, targeted intervention, and curricular adjustments in 4th-grade math instruction.

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 engaged our school community by establishing an ongoing feedback process around our SIP goals. We met as an Instructional Leadership Team (ILT) to review our data and overarching priorities, and then brought key updates to the broader staff and administration. Moving forward, we plan to meet with grade-level teams on a quarterly basis to monitor progress and refine our action plans, while continuing to keep families and the broader community informed and involved.

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.

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

From 2024-2025 to 2026-2027, the percentage of 3-6 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 2027, current 3-6 grade students will increase Reading proficiency from 61.1% on grade level or above to 70% 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 support teachers with targeted training in academic vocabulary and consistent daily instructional routines across grades K–6, then educators will deliver structured, language-rich instruction, so that all students build stronger critical thinking skills, increased confidence, and a solid academic foundation.

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.

Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.

What will the strategy or strategies look like in action?

Academic vocab in action:

- Embed explicit vocabulary instruction weekly within the core ELA block across all grade levels.
- Identify and teach high-leverage academic and content-specific vocabulary connected to grade-level texts, units, and learning standards.
- Use student-friendly definitions, examples, visuals, morphology, and multiple exposures to deepen word knowledge.
- Build academic discourse routines into daily instruction so students regularly use academic language to explain, justify, compare, and build on ideas.

Team or person responsible

The classroom teacher holds the primary responsibility for executing all three strategies. Support staff (Special Education, Multilingual Learner (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?*

Teachers will analyze student work in Data Teams. Working together, they will create action steps and share information about student growth with administration.

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

From 2024-2025 to 2026-2027, the percentage of 3-6 grade students who have met grade-level standards in Math will increase from 54% to 63% 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 2027, current 3-6 grade students will increase Math proficiency from 50% 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 teachers implement systematic instruction in Numbers and Operations that emphasizes conceptual understanding, procedural fluency, and application, and if teachers provide scaffolds such as visual models, manipulatives, and explicit academic language supports to ensure access for students, then students will strengthen their number sense, develop flexible strategies for solving problems, and increase their mathematical language proficiency.

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.

Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership.

What will the strategy or strategies look like in action?

Teachers will focus on number sense and operations across our school

- Teachers will teach Math Expressions and follow the district pacing guide
- Teachers will ensure Quick Practices and Daily Routines are embedded into every math block each day.

Teachers will use i-Ready reports, SBA interim assessments, as well as classroom assessments to group students by skill levels.

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 3-6 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)

By Spring 2027, students in grades 3-6 will increase their sense of belonging from 77% to 91%, 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 intentionally create a culture of community and connection in every classroom and throughout the school, then students will feel a stronger sense of belonging, trust, and safety, which will lead to deeper engagement in learning, positive relationships with peers and staff, and overall school success.

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.

- Implement a student-centered connection system where 3rd–6th graders directly identify trusted adults on campus, followed by structured, ongoing check-ins between staff and students.

What will the strategy or strategies look like in action?

- Student Identification Survey: At the beginning of each semester, students will complete a brief, confidential check-in form identifying 1 to 3 adults in the school they feel comfortable going to for help or support.
- Adult Connection Notification: Nominated staff members receive a simple notification letting them know a student selected them as a trusted adult.

- Routine Micro-Interactions: Identified adults make a point to regularly check in with those students through casual morning greetings, notes of encouragement, or informal weekly check-ins during lunch or recess.

- Targeted Support: Any student who marks "0 adults" on the survey is immediately paired with a dedicated adult partner, and leadership follows up quarterly to ensure a genuine connection develops.

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 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)

- Fall Sense of Belonging Survey (Baseline Data): Administered digitally by classroom teachers in October and compiled by the ILT (Instructional Leadership Team) to calculate the overall percentage of 3rd–6th grade students who can identify at least

one trusted adult, while generating a total count of unconnected students to pair with adult mentors.

- Winter Student Check-In (Mid-Year Progress): Facilitated by classroom teachers in January using a brief pulse survey to track early shifts in student connection rates and make mid-year adjustments to mentor pairings.
- Spring Annual Student Survey (SIP Outcome Data): Administered schoolwide in April/May by the assessment coordinator to evaluate overall progress toward our goal of increasing 3rd–6th grade sense of belonging from 77% to 91%.

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

Name	Role
Dr. Rachel Torazzi	Principal
Holly Zenz	Assistant Principal
Lindze Wilson	ILT Member - 1st / 2nd Grade Challenge Teacher
Tammy Wallis	ILT Member - 5th Grade Challenge Teacher
Charlotte Davidson	ML Teacher
Ashley Hirst	ILT Member - 3rd Grade Neighborhood Teacher
Nathan OReilly	PE 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