

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Terrace Park and Challenge Elementary

Year: 2018 - 2019

School Theory of Action/Target Area

IF we, as staff, refine our conceptual understanding of culturally responsive practices, trauma-informed instruction and ELA practices and IF we have a growth mindset and provide cognitively engaging and rigorous instruction for all students and IF we gain a deeper understanding of the needs of our students and are able to provide them with both emotional and academic supports THEN our students will be ready to learn and will achieve at high academic levels in English Language Arts.

Terrace Park School Achievement Goal- As a result of this action:

Compared to 52% in 2017- 2018 , 57% will score a “3” or a “4” on the SBA in ELA

Opportunity/Achievement Gap:

- **Measurement/Assessment:** 3rd grade – 6th grade Smarter Balanced Assessment in ELA

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students Students that scored a “2” on the SBA in ELA	0%	5%
Comparison Group A Students that scored a “3” or a “4” on the SBA in ELA	52%	57%
Comparison Group B All Students	52%	57%

Commitment Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Commitment Focus Key Performance Indicators:

Students “Approaching” standard or a “2” on the SBA in ELA will move to “Meeting” or “Exceeding” standard.

School Vision/Mission:

Terrace Park School’s Vision: The Terrace Park Community believes that all students can be socially and emotionally aware citizens, critical and reflective thinkers, and mindful communicators while achieving

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

their highest academic potential. Terrace Park School's Mission is to equitably provide a culturally receptive environment with intentional, responsive academic and social-emotional learning opportunities. Together we will monitor, support, and celebrate each student's growth.

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

Terrace Park School Demographics:

Student Enrollment Information

Enrollment



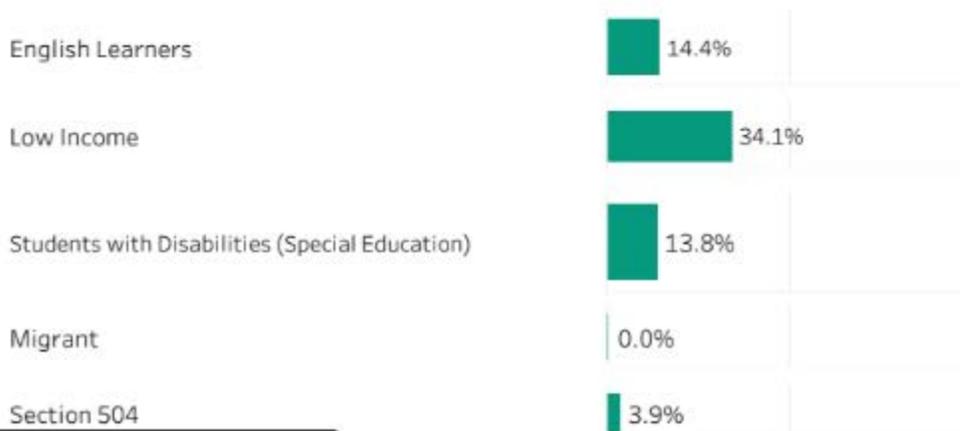
Gender (Percent of October Enrollment)



Race/Ethnicity (Percent of October Enrollment)



Special Programs (Percent of May)

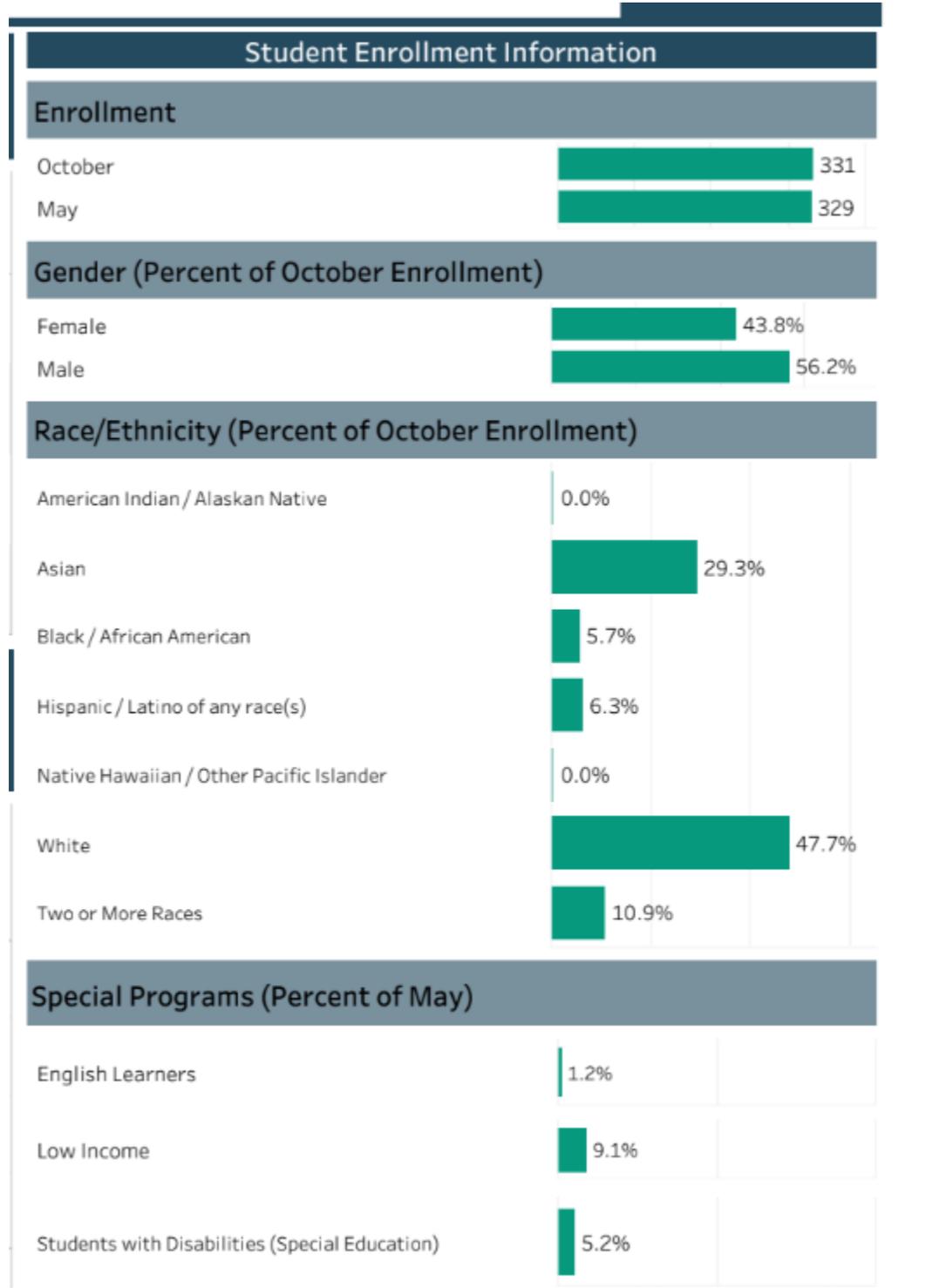


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Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

enter text.

Challenge School:



Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

Parent, Family, and Community Involvement in this Plan:

Parents will be invited into the instructional process. They will have involvement in learning opportunities in the school through Curriculum Night, Conferences, Teacher Websites, Homework, Parent Letters, Title I Events.

Review and Analysis of Data:

Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Parent Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Other: |

Summary of strengths or greatest progress based on the data:

- | |
|---|
| • At TPE, more students met standard in ELA in 2017-2018 then the previous year. |
| • At TPE, more Hispanic students met standard in ELA in 2017-2018 then the previous year. |
| • At TPE, more students of two or more races met standard in ELA in 2017-2018 then the previous year. |
| • In Challenge, more students of two or more races met standard in ELA in 2017-2018 then the previous year. |

Prioritized areas of opportunity or greatest challenge based on the data:

- | |
|--|
| • Our data at TPE and Challenge reveals that we have an area of opportunity in ELA instruction. |
| • There is a need to develop a growth mindset among all learners and teach based on formative assessment. |
| • Our data reveals that we have an area of opportunity to move students that are staying put in the "Approaching Standard" or "2" range to "Meeting Standard" or "Exceeding Standard". |
| • Click here to enter text. |

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> X Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: Click here to enter text.	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 53%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: Reading: 73% Writing: 67%	

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

Listening: 94%

Research/Inquiry: 70%

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</p>	<p>Use of a small groups and additional learning time within the school day</p> <p>After School Programs – we offer programs that incorporate reading into after school programs such as STEAM, Chess, Theater, and Art.</p> <p>Family Involvement at School (and outside of school) meetings are set up for students not responding to interventions</p> <p>Family nights and newsletters</p> <p>Targeted Professional Learning</p> <p>Professional Learning Communities – we meet often to look at student progress and do a data dive for K, 1, 2 teachers to look at SBA claims.</p>	<p>2018- 2019</p>
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>Teachers will accommodate students who are meeting or exceeding standard by drawing on a broad repertoire of strategies which move student learning forward in ELA for example using more complex text, teaching above standard skills in writing, and providing frequent opportunities for speaking and publishing.</p>	<p>2018 - 2019</p>
<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p>	<ul style="list-style-type: none"> • Teachers work daily to build relationships with students which are friendly and demonstrate mutual care and respect • Students are taught to have a Growth Mindset • Teachers use Morning Meeting to build positive classroom community • Teachers employ PBIS and Responsive Classroom training to develop highly respectful learning communities 	<p>2018 - 2019</p>

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

Learning Opportunities Provided for Staff Specific to the School Target	Description of the Learning Opportunity	Schedule
Whole staff learning opportunities to support the focus and intentionality of this goal.	<ul style="list-style-type: none"> • Leaders and teachers will learn and understand the standards (critical domains for their grade level) • Staff will learn how to help students develop effective social emotional regulation and problem solving skills (help students understand and unpack problems and learn strategies to calm themselves and stay focused.) • Staff will provide opportunities for student experiences that promote high engagement • Staff will learn Trauma Based and Culturally Responsive Practices 	2018 - 2019
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	Staff will have professional development opportunities, Instructional Coach support, and opportunities to focus on strategies to support students in skill development.	2018 - 2019

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

Third Grade OSPI Literacy Expectation <i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	Monitoring Schedule
Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.	<input type="checkbox"/> Use of a coach/coaches <input type="checkbox"/> Additional learning time within the School Day <input type="checkbox"/> Before and After School Programs <input type="checkbox"/> Family Involvement at School (and outside of school) <input type="checkbox"/> Targeted Professional Learning <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring Use of a small groups and additional learning time within the school day After School Programs – we offer programs that incorporate reading into after school programs such as STEAM, Chess, Theater, and Art.	2018 - 2019

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

	<p>Family Involvement at School (and outside of school) Meetings are set up for students not responding to interventions</p> <p>Family nights and newsletters</p> <p>Targeted Professional Learning Professional Learning Communities – we meet often to look at student progress. Data dive for K, 1, 2 teachers to look at SBA claims</p>	
<p>Specifically identify and describe your building’s grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</p>	<p>We collaborate and have Professional Learning Communities. There are student placement cards that travel with the students from year to year with information about Title I pull out information and other services provided to the students.</p> <p>Teachers meet both at the end of the year and the beginning of the next year to discuss individual student learning information and student progress. Performance data is available for individual students in Homeroom and at MTI meetings.</p>	2018 - 2019
<p>Describe your Targeted Family Engagement Plan (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student’s reading skills at home.</p>	<p>Newsletters are sent home. Students, parents, and teachers sign a Title I School Compact. There is a Parent Information Night. Staff provides information to parents through email, progress reports, and report cards.</p>	2018 -2019

Terrace Park Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

Grade Level/Department/Team: Kindergarten

Goal: In kindergarten, if we make responsive adjustments to instructional planning, delivery and analysis of our formative assessments then kindergarten students will improve their proficiency in sounding out CVC words.

Grade Level/Department/Team: First Grade

Goal: IF we, as a first grade level team provide cognitively engaging and rigorous instruction in English Language Arts, THEN our students will show growth in their ability to read and understand grade level texts, specifically when analyzing text, citing evidence from text, pictures and other text features, across both fiction and non-fiction.

Grade Level/Department/Team: Second Grade

Goal: IF we, as second grade level team provide cognitively engaging and rigorous instruction in reading specifically when analyzing text, citing evidence from the text, and across texts THEN our students will increase their fluency, accuracy and comprehension in reading text appropriate to their level.

Grade Level/Department/Team: 3rd Grade

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

Goal: IF we, as third grade level team provide cognitively engaging and rigorous instruction in reading specifically when analyzing text, citing evidence from the text, and across texts THEN our students will achieve at high academic levels in English Language Arts by demonstrating their ability to locate, analyze, and cite evidence provided within text features.

Grade Level/Department/Team: Fourth Grade

Goal: IF we, as fourth grade level team provide cognitively engaging and rigorous instruction in reading specifically when analyzing text, citing evidence from the text, and across texts THEN our students will achieve at high academic levels in English Language Arts.

Grade Level/Department/Team: Fifth Grade

Goal: IF we, as fifth grade level team provide cognitively engaging and rigorous instruction in reading specifically when analyzing text, citing evidence from the text, and across texts THEN our students will achieve at high academic levels in English Language Arts by: **demonstrating their ability to communicate in writing their claims, evidence, and reasoning across subjects.**

Grade Level/Department/Team: Sixth grade

Goal: IF we, as sixth grade level team provide cognitively engaging and rigorous instruction in reading specifically when analyzing text, citing evidence from the text, and across texts THEN our students will achieve at high academic levels in English Language Arts by: being able to identify, write and discuss central ideas of the text by reasoning with evidence.

Grade Level/Department/Team: Learning Support

Goal: IF we, as learning support level team provide cognitively engaging and rigorous instruction in reading specifically when analyzing text, citing evidence from the text, and across texts THEN our students with IEPs in reading will increase their fluency and accuracy when reading text appropriate to their level and they will achieve at high academic levels in English Language Arts.

Grade Level/Department/Team: English Language

Goal: IF we, as EL team provide cognitively engaging and rigorous instruction in reading including *Imagine Learning* and opportunities to revisit for specific skills when analyzing text and citing evidence from the text, across texts THEN our students will achieve at high academic levels in English Language Arts.

Challenge Grade Level/Department/Team Goals aligned to the School Target Area and Goal:

Grade Level/Department/Team: First Grade and Second Grade

Goal: IF we, as first and second grade level team provide cognitively engaging and rigorous instruction in writing specifically in revising brief texts and we instruct writing based on Calkins curriculum, utilizing mini-lessons to focus student learning. We will use formative and summative assessments to be reflective about our teaching process and make adjustments accordingly. THEN our students will achieve at high academic levels in English Language Arts.

Grade Level/Department/Team: Third Grade

Goal: If we provide clear learning targets with defined, articulated success criteria and provide specific feedback to students through discourse, then all students will demonstrate ownership of their learning (Growth Mindset) and continued proficiency in ELA CCSS as measured by students' ability to write an expository piece which provides detailed evidence from the text and effective responses to task and purposes required in writing lessons.

Grade Level/Department/Team: Fourth Grade

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

Goal: If we, as a Fourth Grade level team, provide clear learning targets with defined, articulated success criteria and provide specific feedback to students through discourse, then all students will demonstrate ownership of their learning (Growth Mindset) and continued proficiency in ELA CCSS as measured by students' ability to write clearly and effectively in response to task and purpose.

Grade Level/Department/Team: Fifth Grade

Goal: IF we, as a fifth grade level team provide cognitively engaging and rigorous instruction in writing specifically in revising brief texts THEN our students will achieve at high academic levels in English Language Arts by demonstrating their ability to communicate in writing their claims, evidence, and reasoning across subjects.

Grade Level/Department/Team: Sixth Grade

Goal: IF we, as sixth grade level team provide cognitively engaging and rigorous instruction in writing specifically in revising brief texts (essays, short responses, and book studies) and we meet collaboratively and track student growth through intentional teaching of skills needed for revision of work, THEN our students will achieve at high academic levels in English Language Arts.