

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

**School Name:** Terrace Park School

**Year:** 2016-2017

**School Theory of Action/Target Area**

If we, as staff, students, and community, continue to refine our conceptual understanding of the K-6 critical math domains and make sense of problems and persevere in solving them within a growth mindset culture while engaging in meaningful mathematical experiences and learning with hands-on and minds-on access, we will lead mathematics improvement and expect improved math achievement for all students

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

Compared to 48% of all students in 2015-2016, 53% of all students will meet or exceed standard in math on 3<sup>rd</sup>-6<sup>th</sup> grade SBA.

**Achievement Gap:**

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

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>Comparison Group A Bilingual</b>	17%	19%
<b>Comparison Group B Non-bilingual</b>	52%	57%
<b>All Students</b> <small>Click here to enter text.</small>	48%	53%

**Strategic Direction 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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Strategic Direction Indicators of Focus:**

**Equity of Opportunity for Bilingual students in math**

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**School Vision/Mission:**

Terrace Park School's Vision: At Terrace Park we believe that all students are capable of achieving high academic expectations, becoming caring individuals, and growing into productive, powerful thinkers and communicators. Terrace Park School's Mission is to create powerful thinkers and communicators by providing intentional, responsive learning opportunities, integrating effective teaching practices, and continually monitoring, supporting, and celebrating each student's individual growth.

**School Demographics:**

Student Demographics		
<b>Enrollment</b>		
October 2015 Student Count		346
May 2016 Student Count		348
<b>Gender (October 2015)</b>		
Male	157	45.4%
Female	189	54.6%
<b>Race/Ethnicity (October 2015)</b>		
Hispanic / Latino of any race(s)	78	22.5%
American Indian / Alaskan Native	3	0.9%
Asian	42	12.1%
Black / African American	19	5.5%
Native Hawaiian / Other Pacific Islander	4	1.2%
White	154	44.5%
Two or More Races	46	13.3%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2016)	133	38.2%
Special Education (May 2016)	39	11.2%
Transitional Bilingual (May 2016)	50	14.4%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	21	6.0%
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2015-16)	383	0.8%

**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, Math Night, Reading Night, Homework, Parent Letters, Title I Events.

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**Review and Analysis of Data:**

*Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.*

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

**Summary of strengths or greatest progress based on the data:**

- |   |
|---|
| <ul style="list-style-type: none"> <li>• In 2015 -2016, on the Math SBA, a greater number of students met standard in 3<sup>rd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade than the previous year.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <a href="#">Click here to enter text.</a></li> </ul>   |
| <ul style="list-style-type: none"> <li>• <a href="#">Click here to enter text.</a></li> </ul>   |
| <ul style="list-style-type: none"> <li>• <a href="#">Click here to enter text.</a></li> </ul>   |

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

- |  |
|--|
| 1. Our data reveals that our biggest area of opportunity is in Math instruction and further reveals a gap between the achievement of all students versus bilingual students. |
| 2. There is a need to develop a growth mindset among all of our learners.  |
| 3. <a href="#">Click here to enter text.</a>   |
| 4. <a href="#">Click here to enter text.</a>   |

**State Participation Rate:** 95% participation required

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

**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.  <p style="text-align: center;"><b>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b></p>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: Percentages below reflect at/near standard and above standard percentages	

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Reading: 68%  
 Listening: 92%

Writing: 79%  
 Research/Inquiry: 73%

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

Department Goals are in the process of being developed for 2016 - 2017

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

<i><b>Learning Opportunities for Students</b></i>	<i><b>Description of the Learning Opportunity</b></i>	<i><b>Schedule</b></i>
<b>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</b>	<ul style="list-style-type: none"> <li>Partnership with University of Washington</li> <li>Teacher participation in math labs, coaching cycles, content professional development</li> <li>Teachers will employ the use of flexible groups and differentiation to bring students to standard</li> <li>Professional Learning Communities (PLC)</li> </ul>	2016 - 2017
<b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>	<ul style="list-style-type: none"> <li>Teachers will accommodate students' who are meeting or exceeding standard by drawing on a broad repertoire of strategies which continue to move student learning forward in math using the structures established</li> </ul>	Throughout 2016- 2017 School Year
<b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b>	<ul style="list-style-type: none"> <li>Teachers work daily to build relationships with students which are friendly and demonstrate mutual care and respect</li> <li>Teachers use Morning Meeting to build positive classroom community</li> <li>Teachers employ PBIS and Responsive Classroom training to develop highly respectful learning communities</li> </ul>	Throughout 2016- 2017 School Year

<i><b>Learning Opportunities Provided for Staff Specific to the School Target</b></i>	<i><b>Description of the Learning Opportunity</b></i>	<i><b>Schedule</b></i>
<b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b>	<ul style="list-style-type: none"> <li>Leaders and teachers will learn and understand the standards (critical domains for their grade level)</li> <li>Students will develop effective problem solving skills (help students</li> </ul>	Throughout 2016- 2017 School Year

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	understand and unpack problems and persevere when solving them) <ul style="list-style-type: none"> <li>• Student will have experiences that promote high engagement</li> </ul>	
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Math Partnerships, PLCs, and Coaching cycles	Throughout 2016- 2017 School Year

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

<b>Third Grade OSPI Literacy Expectation</b> (The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)		
<b>Intensive Reading and Literacy Improvement Plan</b>	<b>Description of Intervention Practices</b>	<b>Monitoring Schedule</b>
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.	Use of a coach/coaches Additional learning time within the School Day X Before and After School Programs X Family Involvement at School (and outside of school) <input type="checkbox"/> Targeted Professional Learning X Professional Learning Communities <input type="checkbox"/> Tutoring Students will receive instruction in small groups	Throughout 2016- 2017 School Year
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?	Teachers have placement cards that travel with the students from year to year with information about Title pull out groups, IEP services, and student progress	Throughout 2016- 2017 School Year
Describe your <i>Targeted Family Engagement Plan</i> (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.	Letter home, Student, Parent, School Compact, Parent Information Night, Summer Packet for students, Report Cards, Progress Reports	Throughout 2016- 2017 School Year

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**School Name:** Challenge Program at Terrace Park

**Year:** 2016-2017

**School Theory of Action/Target Area**

If we provide clear learning targets with defined, articulated success criteria and provide specific feedback to students, then all students will demonstrate ownership of their learning and continued proficiency in ELA CCSS as measured by their ability to obtain, evaluate, synthesize and communicate (report) findings clearly and effectively in response to task and purpose.

**Whole School Achievement Goal- As a result of this action:**

Compared to 79% of our third through sixth grade students who exceeded standard in 2016, 81% will exceed standard on English/Language Arts Summative Smarter Balanced Assessment in 2017.

**Achievement Gap**

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>Comparison Group A Male students in grades 3-6 in Challenge Program at Terrace Park</b>	74% at Level 4 as measured by classroom and SBA ELA summative assessments.	76.6% at Level 4 as measured by classroom and SBA ELA summative assessments
<b>Comparison Group B Female Students in grades 3-6 in Challenge Program at Terrace Park</b>	86% at Level 4 as measured by classroom and SBA ELA summative assessments	87.4% at Level 4 as measured by classroom and SBA ELA summative assessments.
<b>Female and Male students grades 3-6 in Challenge Program at Terrace Park.</b> <small>Click here to enter text.</small>	79% at Level 4 as measured by SBA/classroom assessment.	81% at Level 4 as measured by classroom and SBA ELA summative assessments.

**Strategic Direction 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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Strategic Direction Indicators of Focus:**

74% of males in grades 3-6 are exceeding ELA summative standard versus 86% of females grades 3-6 exceeding ELA summative standard in the Hi-Cap program.

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**School Vision/Mission:**

At Terrace park, we believe that all students are capable of achieving high academic expectations, becoming caring individuals, and growing into productive, powerful thinkers and communicators.

Click here to enter text.

**Hi-Cap School Demographics:**

Student Demographics		
<b>Enrollment</b>		
October 2015 Student Count		318
May 2016 Student Count		316
<b>Gender (October 2015)</b>		
Male	169	53.1%
Female	149	46.9%
<b>Race/Ethnicity (October 2015)</b>		
Hispanic / Latino of any race(s)	19	6.0%
Asian	78	24.5%
Black / African American	12	3.8%
White	173	54.4%
Two or More Races	36	11.3%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2016)	28	8.9%
Special Education (May 2016)	12	3.8%
Transitional Bilingual (May 2016)	2	0.6%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	32	10.1%
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2015-16)	120	0.2%

**Parent, Family, and Community Involvement in this Plan:**

There is an active Challenge Parent Association (CPA) which supports the Challenge program at Terrace Park and Brier Terrace Middle School. CPA provides opportunities throughout the year for parents and students to learn more about gifted education and the gifted learner. CPA also provides professional learning opportunities for both the teaching and para staff.

**Review and Analysis of Data:**

*Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.*

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Other:                |
| <input checked="" type="checkbox"/> District          | <input type="checkbox"/> Graduation Rate            | <input type="checkbox"/> Discipline Data       |
| <input type="checkbox"/> AP/IB/CHS/Tech Prep          | <input type="checkbox"/> Attendance Data            | <input type="checkbox"/> Staff Perceptual Data |

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Student Perceptual Data

Parent Perceptual Data

**Summary of strengths or greatest progress based on the data:**

<ul style="list-style-type: none"> <li>99.2 % of grades 3-6 are meeting standard level 3 as measured by SBA ELA Summative Scores</li> </ul>
<ul style="list-style-type: none"> <li>100% of ELL students are at Level 4 per SBA ELA Summative Scores</li> </ul>
<ul style="list-style-type: none"> <li>Average scale scores are increasing across grade levels 3-6.</li> </ul>
<ul style="list-style-type: none"> <li><a href="#">Click here to enter text.</a></li> </ul>

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

Our data reveals that our biggest area of opportunity is in Writing instruction and further reveals a gap between of the achievement of boys versus girls.
5. The need to develop a growth mindset among all of our learners.
6. Understanding the gifted learner and development of writing skills.
7. <a href="#">Click here to enter text.</a>

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 100%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.  <b>Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: Reading: No plan is required Listening: No plan is required Writing: No plan is required Research/Inquiry: No Plan is required	

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

Department Goals are in the process of being developed for 2016 - 2017

**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>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	<ul style="list-style-type: none"> <li>Teachers will give feedback that guides students to improve their performance. Students will then be able to take ownership of their learning.</li> <li>Teachers will elicit evidence of student understanding.</li> <li>Students will be invited to assess their own work and make improvements.</li> <li>Teachers will employ the use of conferencing, flexible grouping and</li> </ul>	Throughout 2016-2017 School Year



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	differentiation to bring students to standard.	
<b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>	<ul style="list-style-type: none"> <li>Teachers will accommodate students' who are meeting or exceeding standard by drawing on a broad repertoire of strategies which continue to move student learning forward.</li> <li>Teachers will employ the use of conferencing, flexible grouping and differentiation to move student learning forward.</li> </ul>	Throughout 2016-2017 School Year
<b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b>	<ul style="list-style-type: none"> <li>Teachers work daily to build relationships with students which are friendly and demonstrate mutual care and respect.</li> <li>Teachers use Morning Meeting to build positive classroom community.</li> <li>Teachers employ PBIS and Responsive Classroom training to develop highly respectful learning communities.</li> </ul>	Throughout 2016-2017 School Year.

<b><i>Learning Opportunities Provided for Staff Specific to the School Target</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b>	Areas of Challenge Staff learning for 2016-2017 <ul style="list-style-type: none"> <li>Learning Targets/Success Criteria:                 Clarifying, sharing and understanding what learning intentions and success criteria and their role in moving students towards ownership of their learning. (William and Hattie)  <b>Context:</b>                Non-student building time                Administrative Meetings                Review of student work relative to Calkins' curriculum</li> <li>Developing a Growth Mindset in Students. (In tandem with Neighborhood Staff)</li> </ul>	Throughout 2016-2017 School Year

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	<ul style="list-style-type: none"> <li>• Attendance at WEATAG state conference for staff new to the Challenge program.</li> </ul>	
<p><b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b></p>	<ul style="list-style-type: none"> <li>• Collaborative Group Learning on “A” collaborative weeks.           <ul style="list-style-type: none"> <li>- Calibrating student work against rubrics and determined success criteria</li> <li>- Collaborating on assessments and their scoring to measure student progress.</li> </ul> </li> </ul>	<p>Throughout 2016-2017 School Year</p>