

# Terrace Park Elementary School

## Mission Statement of School and District

The Edmonds School District engages students, staff, families, partners and the broader community in the district's Strategic Direction. Together, along with every school, results have been identified that we want for our students. The continual improvement of our schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and community participation in decision making and planning are essential elements in improving schools. For more detailed information, please visit our school's improvement plan or give us a call at your convenience.



## About Us

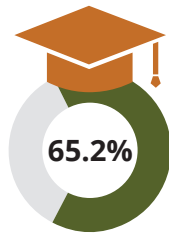
At Terrace Park Elementary, we are a community of diverse learners focused on each student reaching their potential. Our school houses a unique combination of school programs, including surrounding neighborhood students in kindergarten through sixth-grade and the Edmonds School District's Highly Capable Program for students in first grade through sixth grade.

We believe that all students are capable of achieving high academic expectations, becoming caring individuals, and growing into productive, powerful thinkers and communicators. The Terrace Park Community believes that all students can be socially and emotionally aware citizens, critical and reflective thinkers, and mindful communicators while achieving their highest academic potential.

Principal: Mary Freitas  
Assistant Principal: Betsy McGregor  
5409 228th St SW, Mountlake Terrace, WA 98043  
(425) 431-7482/[tp.edmonds.wednet.edu](http://tp.edmonds.wednet.edu)

# Terrace Park Elementary School

**Our  
23  
teachers  
at a glance:**



**of teachers  
have at least  
a Master's  
Degree**

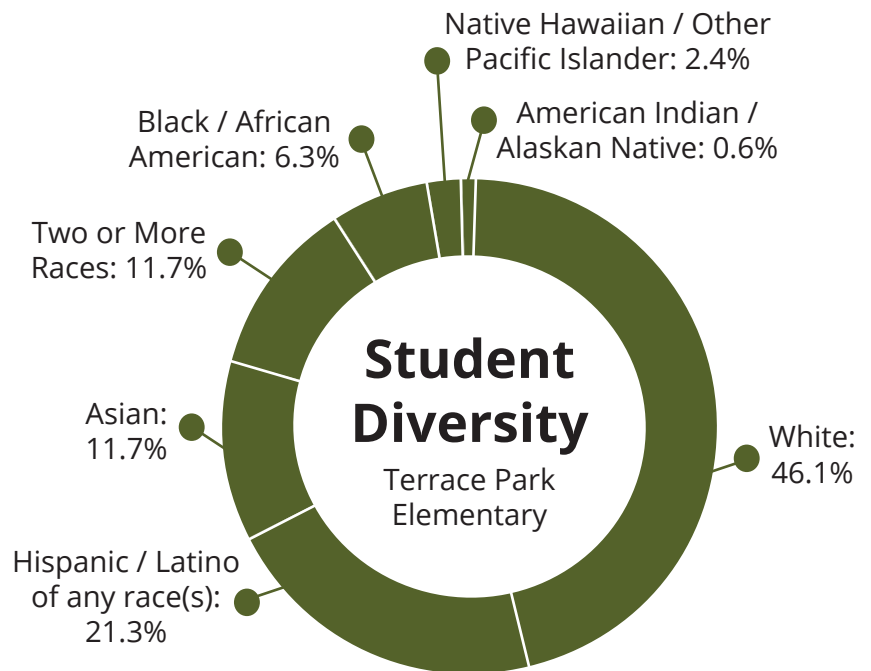
**10.5  
average  
years of  
teacher  
experience**

## Academic Accomplishments and Goals Strategic Direction Focus Areas

For the 2017-18 school year, the Terrace Park neighborhood community, will continue to refine our conceptual understanding of mathematics. We will strive to make sense of problems and persevere in solving them with a growth mindset. We will engage in meaningful mathematical experiences and learning with hands-on and minds-on activities. Staff will lead mathematics improvement and expect improved math achievement for all students.

In our Challenge Program, we will provide clear learning targets with defined, articulated success criteria and provide specific feedback to students, so that students demonstrate ownership of their

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learning (growth mindset) and write clearly and effectively in response to task and purpose.

As a result of this work in both of our programs, students will have continuous growth and we will monitor their goals based on formative and summative assessment data.

For more detailed information, please visit our school's improvement plan or give us a call at your convenience.

## **How You Can Help**

We believe family involvement is key in the education of our students. We have a strong community at Terrace Park and our school receives great support from our Parent Teacher Association (PTA) and Challenge Parent Association (CPA). Their support enriches our educational opportunities by funding assemblies, after-school programs, books, supplies, art materials, field trips and playground equipment. Parents play an important part in all that we do, making Terrace Park a great community of learners. We welcome you to become involved in our school by becoming a volunteer. Please contact the school office if you are interested, we would welcome your help!

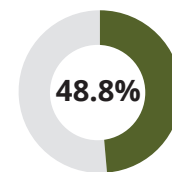
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## **Our 319 students at a glance:**

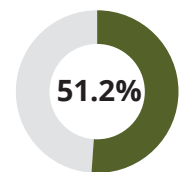


### **State Assessments**

Washington students are tested annually by the state to assess their progress as they move through school. In grades 3-8 students take tests in English language arts, math and science. Please visit [our School Report Card](#).



**male**



**female**



# Terrace Park Elementary School

## Edmonds School District Board of Directors

### **Carin Chase**

Area 1, Legislative  
Representative

### **Ann McMurray**

Area 2, Vice President

### **Gary Noble**

Area 3

### **Susan Phillips**

Area 4, President

### **Diana White**

Area 5

### **Dr. Kristine McDuffy**

Superintendent

## Our Commitment

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

## Edmonds School District

20420 68th Ave W  
Lynnwood, WA 98036  
425-431-7000

[www.edmonds.wednet.edu](http://www.edmonds.wednet.edu)

The **Edmonds School District** covers approximately 36 square miles in south Snohomish County and includes the communities of Brier, Edmonds, Lynnwood, Mountlake Terrace, Woodway, and portions of unincorporated Snohomish County.

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## Financial Resources

Annually, we produce a Citizens Guide to the District's Budget. One of our highest priorities is being excellent stewards of our community's resources. Each year, we involve staff, students, families and community members in helping us to set budget priorities. For more information on school funding, we encourage you to refer to the [2016-17 Citizens Guide to the Budget](#).

**The state provides  
\$8,662  
per pupil to  
our District**



## About Our Building

Opened: 2002

Square footage: 71,664

We are proud that our school facility is used extensively by our community for meetings, events and youth activities.



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School Name: Terrace Park School

Year: 2017-2018

**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:**

In the neighborhood Terrace Park program, 57.3% of all 3<sup>rd</sup>-6<sup>th</sup> grade students will meet or exceed standard on the 2017- 2018 Math SBA.

**Achievement Gap:**

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

<i>Neighborhood Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>Comparison Group A Students that scored a “2” on the SBA in Math</b>	0%	5%
<b>Comparison Group B Students that scored a “3” or a “4” on the SBA in Math</b>	52.3%	57.3%
<b>All Students</b>	52.3%	57.3%

**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:**

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

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**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 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.

**School Demographics:**

Student Demographics		
<b>Enrollment</b>		
October 2016 Student Count		334
May 2017 Student Count		319
<b>Gender (October 2016)</b>		
Male	163	48.8%
Female	171	51.2%
<b>Race/Ethnicity (October 2016)</b>		
Hispanic / Latino of any race(s)	71	21.3%
American Indian / Alaskan Native	2	0.6%
Asian	39	11.7%
Black / African American	21	6.3%
Native Hawaiian / Other Pacific Islander	8	2.4%
White	154	46.1%
Two or More Races	39	11.7%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2017)	126	39.5%
Special Education (May 2017)	37	11.6%
Transitional Bilingual (May 2017)	55	17.2%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	13	4.1%
Foster Care (May 2017)	N<10	
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2016-17)	456	1.0%

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

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

In 2016 -2017, on the Math SBA, a greater number of students met standard in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade than the previous year.

**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 that we have students staying in the “Approaching Standard” or “2” range and not moving to “3” or “4”.
2. There is a need to develop a growth mindset among all of our learners and teach based on formative assessment.
3. Survey data and prioritized area of opportunity show math discourse (claims/ trends), engagement, and rigorous tasks as an area of focus.
4. Missed opportunities are in teaching the curriculum where there are sections not aligned to the standards instead of teaching the concepts in alignment with standards and pacing guides.

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

<b>X Area of Strength (95% or more participation)</b>	<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:	

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 40%	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>
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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

Reading: 70%  
Listening: 85%

Writing: 75%  
Research/Inquiry: 78%

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

**Terrace Park Neighborhood Goal: 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.**

Kindergarten Goal: In kindergarten we will make responsive adjustments to our instructional planning, delivery and analysis of the formative assessments we give so that our kindergarten students will improve their proficiency in solving addition / subtraction word problems within 10.

1st Grade Goal: All students will show growth in their understanding of place value as measured by formative assessments, summative assessments, and rubric evaluated work.

2nd Grade Goal: In second grade, we will make responsive adjustments to our teaching so that students will improve their understanding of place value, as measured by formative and summative assessments.

3rd Grade Goal: All students will improve their ability to accurately represent and solve two step word problems involving the four operations using models and equations.

4th and 5th Grade Goal: Fourth and Fifth grade students will demonstrate that they are able to fluently multiply whole numbers (or decimals) using concrete models or drawings and strategies based on place value and properties of operations.

6th Grade Goal: All students will show growth in their ability to communicate their reasoning in math. Teachers will work collaboratively to reflect on and analyze assessment data, and use intervention techniques to address student instructional needs. Growth will be measured using multiple instruments such as teacher made assessment, and unit assessments.



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**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>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>Teachers will use instructional strategies that promote higher engagement and access points for all. (i.e. discourse, math talks, three-act tasks, problem solving experiences)</li> <li>Professional Learning Communities (PLC)</li> </ul>	2017 - 2018
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	<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 2017- 2018 School Year
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	<ul style="list-style-type: none"> <li>Teachers work daily to build relationships with students which are friendly and demonstrate mutual care and respect and Growth Mindset</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 2017- 2018 School Year

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
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<p><b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b></p>	<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 understand and unpack problems and persevere when solving them)</li> <li>● Student will have experiences that promote high engagement</li> <li>● Explore discourse opportunities in math</li> </ul>	<p>Throughout 2017- 2018 School Year</p>
<p><b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b></p>	<p>Math Labs, PLCs, and Coaching cycles</p>	<p>Throughout 2017- 2018 School Year</p>

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

<p style="text-align: center;"><b><i>Third Grade OSPI Literacy Expectation</i></b>            (The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)</p>		
<p style="text-align: center;"><b><i>Intensive Reading and Literacy Improvement Plan</i></b></p>	<p style="text-align: center;"><b><i>Description of Intervention Practices</i></b></p>	<p style="text-align: center;"><b><i>Monitoring Schedule</i></b></p>
<p><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.</b></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. Data dive for K, 1, 2 teachers to look at SBA claims</p>	<p>Throughout 2017- 2018 School Year</p>

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	All first and second grade students receive instruction in small groups. The certified teachers are working with students below grade level.	
<b>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?</b>	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 2017- 2018 School Year
<b>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.</b>	Letter home, Student, Parent, School Compact, Parent Information Night, Summer Packet for students, Report Cards, Progress Reports	Throughout 2017- 2018 School Year

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

**Year: 2017-2018**

**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, those students who scored a 2 or 3 on the SBA ELA summative assessment will decrease by 3%.

**Achievement Gap**

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>Comparison Group A Students in grades 3-6 in Challenge who scored a 2 or 3 on the SBA ELA Summative assessment.</b>	87%	90%
<b>Comparison Group B All Students in grades 3-6 in Challenge who scored a 4 on the SBA ELA Summative assessment</b>	87%	90%
<b>All Challenge Students scoring a 4 on SBA ELA Summative Assessment</b>	87%	90%

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**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:**

20% of students in grades 3-6 are below, proficient or just above level 4 ELA summative standard versus 80% of students in grades 3-6 exceeding (above 15 points for level 4 scale score cut off), ELA summative standard in the Hi-Cap program.

**School Vision/Mission:**

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

**Hi-Cap School Demographics:**

Student Demographics	
<b>Enrollment</b>	
October 2017 Student Count	336
<b>Gender (October 2016)</b>	
Male	53%
Female	47%
<b>Race/Ethnicity (October 2016)</b>	
Hispanic / Latino of any race(s)	6.5%
American Indian / Alaskan Native	0.0%
Asian	28.3%
Black / African American	5.1%
Native Hawaiian / Other Pacific Islander	0.0%
White	50.0%
Two or More Races	10.1

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Special Programs	
Low Income (October 2017)	9.9%
Special Education (October 2017)	4.8%
Transitional Bilingual (October 2017)	1.8%
Migrant (October 2017)	0.0%
Section 504 (October 2017)	
Other Information <a href="#">(more info)</a>	
Unexcused Absence Rate (2016-17)	
0.3%	

**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.

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

**Challenge Team Goals:**

**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 clearly and effectively in response to task and purpose.**

Primary 1st - 3rd Challenge Goal: Students will demonstrate they are able to organize their narrative using sequence words and will give detail to demonstrate their understanding of telling a story, rather than giving a list of events.

4th Grade and 5th grade Challenge Goal: Students will demonstrate that they are able to use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters.

6th Grade Challenge Goal: Students will show growth in informational/response to literature writing with an emphasis on structure and elaboration (evidence and reasoning)

**Review and Analysis of Data:**

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

State Assessments

District

AP/IB/CHS/Tech Prep

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- |   |  |  |
|---|--|--|
| <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Other:                | <input type="checkbox"/> Student Perceptual Data |
| <input type="checkbox"/> Graduation Rate            | <input type="checkbox"/> Discipline Data       | <input type="checkbox"/> Parent Perceptual Data  |
| <input type="checkbox"/> Attendance Data            | <input type="checkbox"/> Staff Perceptual Data |  |

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

87 % of the students in grades 3-6 are at level 4 as measured by SBA ELA Summative Scores
100% of ELL students are at level 4 per SBA ELA Summative Scores
Boys in Challenge showed growth in writing scores in 2016/2017 school year as measured by SBA data

**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 13% of our students are not yet at level 4 as measured by SBA scale scores.
We have identified the need to develop a growth mindset among all of our learners.
We continue to strengthen our understanding of the gifted learner and their development of writing skills.

**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

**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>
<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>● 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 use the writing conference as a platform for providing feedback to student writers.</li> </ul>	Throughout 2017-2018 School Year

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	<ul style="list-style-type: none"> <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 differentiation to bring students to standard.</li> </ul>	
<p><b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b></p>	<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>	<p>Throughout 2017-2018 School Year</p>
<p><b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b></p>	<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>	<p>Throughout 2017-2018 School Year.</p>

<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>
<p><b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b></p>	<p>Areas of Challenge Staff learning for 2017-2018</p> <ul style="list-style-type: none"> <li>Clarifying and articulating writing scoring practices vertically across grades 1 -6.</li> </ul> <p><b>Context:</b></p> <p style="padding-left: 40px;">Non-student building time            Administrative Meetings            Review of student work relative</p>	<p>Throughout 2017-2018 School Year</p>

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	<p style="text-align: center;">to Calkins' curriculum</p> <ul style="list-style-type: none"> <li>● Developing a Growth Mindset in Students. (In tandem with Neighborhood Staff)</li> <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           <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 2017-2018 School Year</p>