



Edmonds School Improvement Plan (SIP) (Grades K-6, K-8, 7-8, and 9-12) Three-Year Plan

Template Revised August 31, 2021

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 also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-2022
Our School Name	Brier Elementary

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff (500 words or less, including a table of student demographics). Other data can be added if desired.

At Brier Elementary, we believe in and work for a positive, supportive, safe school climate that focuses on strong academics and strong social emotional learning. Kindness and compassion for self and others are foundational pillars from which we learn to take risks, set goals, and grow to our fullest. We strive to build strong relationships (student-student, student-staff, staff-families), to have open communication where all

voices are valued and listened to, and to challenge each other to be our best selves. It takes all of us, students, family, community and staff working together, to help all of our students excel. There are many things about our school that we are proud of. Among them is a strong connection with our families and community. Pre-Covid, we were able to have many parents/guardians and community members volunteer. We have an active PTA that provides activities and support for our students and staff in various ways including our Art in Action program and our garden club. In addition, BRE participates in community activities such as the Brier Seascare parade and Brier’s winter celebration as we want our students to see themselves as part of the larger community. We have a dedicated staff that continually challenges ourselves to learn and adapt our instruction to meet the diverse needs of our students. We are proud to be the Brier Bobcats.

Quick highlights from the 2020-2021 school year:

- According to Homeroom data: 2019-2020 School wide attendance rate was 90.42% and students who are EL had 81.81%. 2020-2021 school wide attendance rate was 95.55% and students who are EL had a 90.47% attendance rate.
- 76% in-person student return rate which we believe speaks to strong relationships and open, clear communication.
- Advocating successfully for our students with intensive special needs attending in-person 4 days/week when we returned in-person.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	403	NA	Two or More Races	54	13.39%
American Indian/Alaskan Native	1	.24%	English Language Learners	21	5.21%
Asian	32	7.94%	Homeless/McKinney-Vento	2	.50%
Black/African American	9	2.23%	Low Income	49	12.16%
Hispanic/Latino	42	10.42%	Section 504	8	1.98%
Native Hawaiian/Other Pacific Islander	1	.24%	Students with Disabilities	55	13.65%
White	288	62.34%			

Section 2. Vision and Mission

<p>Our Equity, Engagement, and Excellence (E₃ Vision)</p>	<p>The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.</p>
<p>Our Mission</p>	<p>With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.</p>

Data and Stakeholder Engagement Summary

<p>E₃ Category</p>	<p>Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below. Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.</p>
<p>Equity (such as student demographics)</p>	<ul style="list-style-type: none"> • Data sets will be disaggregated by race, ethnicity, ELL/multilingual learners, economically disadvantaged, and students with disabilities.
<p>Engagement (such as school culture and climate)</p>	<ul style="list-style-type: none"> • Skyward: Student attendance (percent regular attenders), • Exclusionary discipline (in-school, out-of--school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?) • Panorama student survey data • Annual Building Survey data (if available) • Staff professional development log and feedback data
<p>Instructional Excellence (and student learning)</p>	<ul style="list-style-type: none"> • WA-Kids Kindergarten data • i-Ready Reading and Math data • Acadience data • PSI data • SBA data • Staff professional development log and feedback data • Classroom and small group intervention data

Reflection questions (Please answer each question in one or two paragraphs.)

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

The leadership team reviewed the i-Ready reading and math data sets disaggregated by race, special education and multilingual. We identified strengths, gap areas and developed an intervention plan.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

The pandemic presented limitations on how we were able to engage stakeholders in the early formation of the 2021-2022 School Improvement Plan. This initial creation has been developed by the administrator and the building leadership team who discussed Spring 2021 data, reviewed former building goals, and discussed earlier input from families. As this SIP process continues, we will build this process and engage families and students more strategically.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

Currently, one pressing causal factor is the impact of the pandemic which created school closure, remote learning and hybrid learning. This impacted academic and social emotional instruction. Being back in-person, five days a week, will allow us to assess student needs and develop interventions. We are also diving deeper into our assessment process to ensure that we are in alignment in interpreting the data. We need accurate assessment data to drive intervention and support.

What are the goals that our school will focus on this school year and why?

- 1) Foundational reading skills, with a specific focus K-4.
- 2) Numbers and Operations base 10 (math), K-6.
- 3) Certificated staff will increase their learning and implementation of engaging in conversations across differences/difficult topics.

Our i-Ready reading and math data, shows gaps in identified areas #1 and #2. Staff feedback and observation data inform #3.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff 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.

- *K - 8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1: (SMARTIE goal here)

Between Fall of 2021 and Spring of 2024, students in grades K-4 will be able to read at grade level achieving 2% growth each year for the next 3 years as measured by Running Records and i-Ready reading diagnostic assessments.
(aim for 2% of each year)

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we increase understanding and implementation of K-4 foundational reading skills then our students will show growth in attaining grade level standards.

How will we get the work done?


Strategies we will complete this year (Please list <i>up to three</i> strategies to meet the needs of your students)	Person or team responsible
Strategy 1: <i>Increase understanding and implementation of grades K-4 foundational skills in reading.</i>	Principal, all certificated staff and support staff
Strategy 2: <i>(optional)</i>	
Strategy 3: <i>(optional)</i>	

How will we know that the strategy is working?

Strategy 1: Data informed small group instruction and district adopted curriculum implemented with alignment.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Assess 1st-5th grade students who scored below grade level on the i-Ready Ready assessment with the PSI screener. Implement small group instruction.</p> <p>K-2 implementation Heggarty Curriculum</p> <p>3rd grade Tier 1 small group intervention</p> <p>4th grade Tier 1 small group intervention</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● PSI data review ● Heggarty implementation ● i-Ready assessments ● <i>Data sets will be disaggregated by race, ethnicity, ELL/multilingual learners, economically disadvantaged, and students with disabilities.</i>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Administer Acadience assessment; review data; formation of Tier 2 small groups</p> <p>Continue implementation of Tier 1 small group interventions</p> <p>i-Ready data staff training</p> <p>Administer 4th grade Fall SBA</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Acadience assessment ● Running Records ● i-Ready Reading ● <i>Data sets will be disaggregated by race, ethnicity, ELL/multilingual learners, economically disadvantaged, and students with disabilities.</i>


<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Mid-year data review to adjust classroom small group instruction.</p> <p>Tier 2 supported small group instruction considered with continued Tier 1 small group instruction.</p> <p>Review Fall 2021 SBA data</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● Running Records ● i-Ready Reading ● 4th grade Fall SBA data ● <i>Data sets will be disaggregated by race, ethnicity, ELL/multilingual learners, economically disadvantaged, and students with disabilities.</i>
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <i>SIP Reflect and Revise Summary</i></p>		

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

<p>SIP Goal 2: (SMARTIE goal here) Between Fall of 2021 and Spring of 2024, students in grades K-6 will meet standard in numbers and operations base 10 by increasing 2% each year for the next 3 years as measured by iReady math diagnostic assessments.</p>
<p>Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)</p> <p>If we increase our understanding and implementation of numbers base ten in math K-6, then our students will show growth in attaining grade level standards.</p>

How will we get the work done?	
Strategies we will complete this year (Please list <i>up to three</i> strategies to meet the needs of your students)	Person or team responsible
Strategy 1: <i>Increase understanding and implementation of numbers base ten in math K-6.</i>	Principal, all certificated staff and support staff
Strategy 2: <i>(optional)</i>	
Strategy 3: <i>(optional)</i>	

How will we know that the strategy is working?		
Strategy 1: Data informed small group instruction and district adopted curriculum implemented with alignment.		
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?		
<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Analyze i-Ready math data and discuss instructional strategies</p> <p>Pre/Post curriculum based assessment data</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● i-Ready Math ● Curriculum based assessment data
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff training regarding i-Ready data analysis</p>	<ul style="list-style-type: none"> ● Professional learning log ● Staff feedback

	<p>Review i-Ready math data and plan Tier 1 interventions</p> <p>Form Tier 1 small group intervention for students below grade level in numbers and operations- base 10.</p>	<ul style="list-style-type: none"> ● Understand i-Ready data and utilize student growth ● Disaggregate data by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.
90-day plan	<p><i>What does this look like in action?</i></p> <p>Review Fall 2021 SBA data Form Tier II intervention groups</p>	<ul style="list-style-type: none"> ● SBA 4-6 ● Classroom assessment data K-6
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> SIP Reflect and Revise Summary</p>		

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

SIP Goal 3: (SMARTIE goal here)

Between August 2021 and June 2022, BRE staff will develop our skill set in engaging in difficult conversations across differences in order to deepen our collaborative processes to ensure student learning that addresses our opportunity gaps. This goal will be measured by staff survey and observation data.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)


If staff grows our skills and knowledge and are able to engage constructively in crucial/difficult conversations then our staff, students and families will be better supported to feel a stronger sense of belonging and trust with our school and our academic achievement will grow.

How will we get the work done?	
Strategies we will complete this year (Please list <i>up to three</i> strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Certificated staff will increase their learning and implementation of engaging in conversations across differences/difficult topics.	Principal and certificated staff.
Strategy 2: (optional)	
Strategy 3: (optional)	

How will we know that the strategy is working?		
Strategy 1: Targeted professional development plan is implemented and staff are reporting increase in knowledge and use of communication strategies.		
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?		
<i>30-day plan</i>	Staff professional learning focused on skills to engage in constructive conversations across differences. Specific focus on understanding polarities and conflict styles.	<ul style="list-style-type: none"> ● Professional Learning Log ● Staff feedback surveys ● Panorama data 3rd-6th
<i>60-day plan</i>	Staff professional learning focused on skills to engage in constructive conversations across differences. Specific focus on understanding our default conflict styles and learning questions for further inquiry.	<ul style="list-style-type: none"> ● Professional Learning Log ● Staff feedback surveys ● Panorama data 3rd-6th
<i>90-day plan</i>	Staff professional learning focused on skills to engage in constructive conversations across	<ul style="list-style-type: none"> ● Professional Learning Log ● Staff feedback surveys ● Panorama data 3rd-6th

	differences. Specific focus on preparing ourselves to listen openly.	
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Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Johnna Stewart	Principal
Charlyn Merkle	1st grade Teacher
Amy Thompson	3rd grade Teacher
Karolyn Julius	3rd grade Teacher
Sara Skibba	2nd grade Teacher
Shannon Gonsalves	5th grade Teacher
Jessica Norenberg	Librarian

Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan