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.

One thing has become clear in this work, and that is that we have not delved deeply into instructional practices that serve our ML students and ALL students. This may be due to the fact that our ML population has been relatively small. The ML population has grown over the years (prior to about 10 years ago, our ML students at levels one and two were served in different buildings). We currently serve 70 ML students, the most in BTM history.
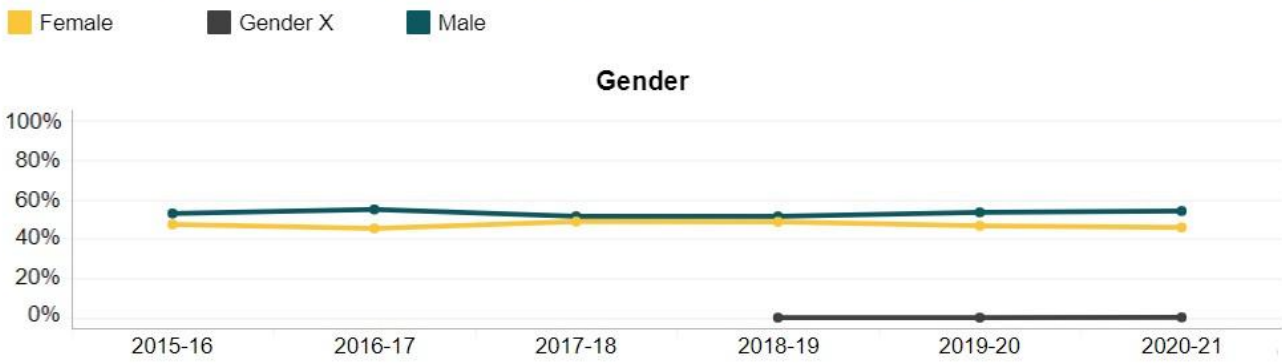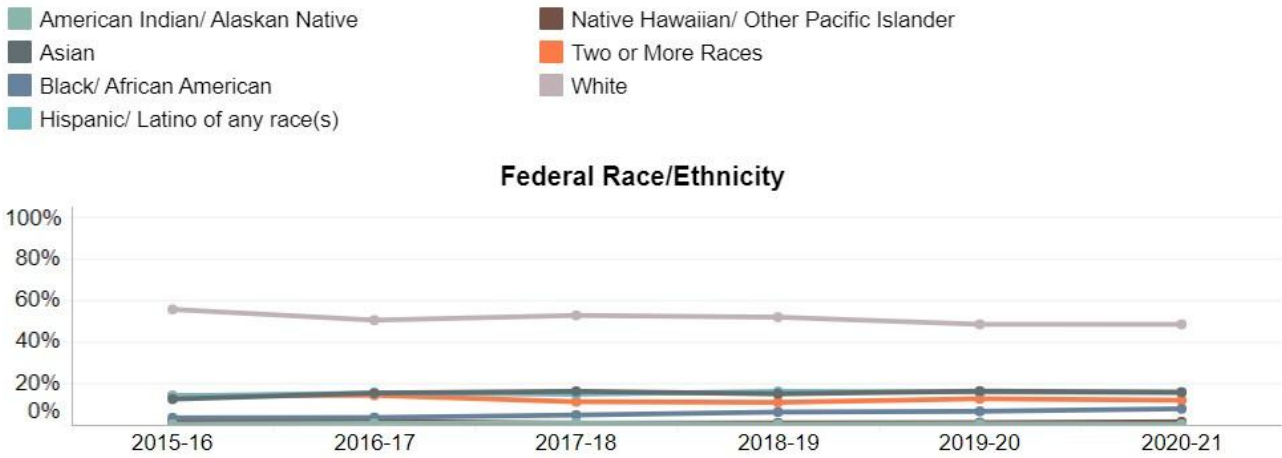
Current School Year	2021-2022
Our School Name	Brier Terrace Middle School

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.
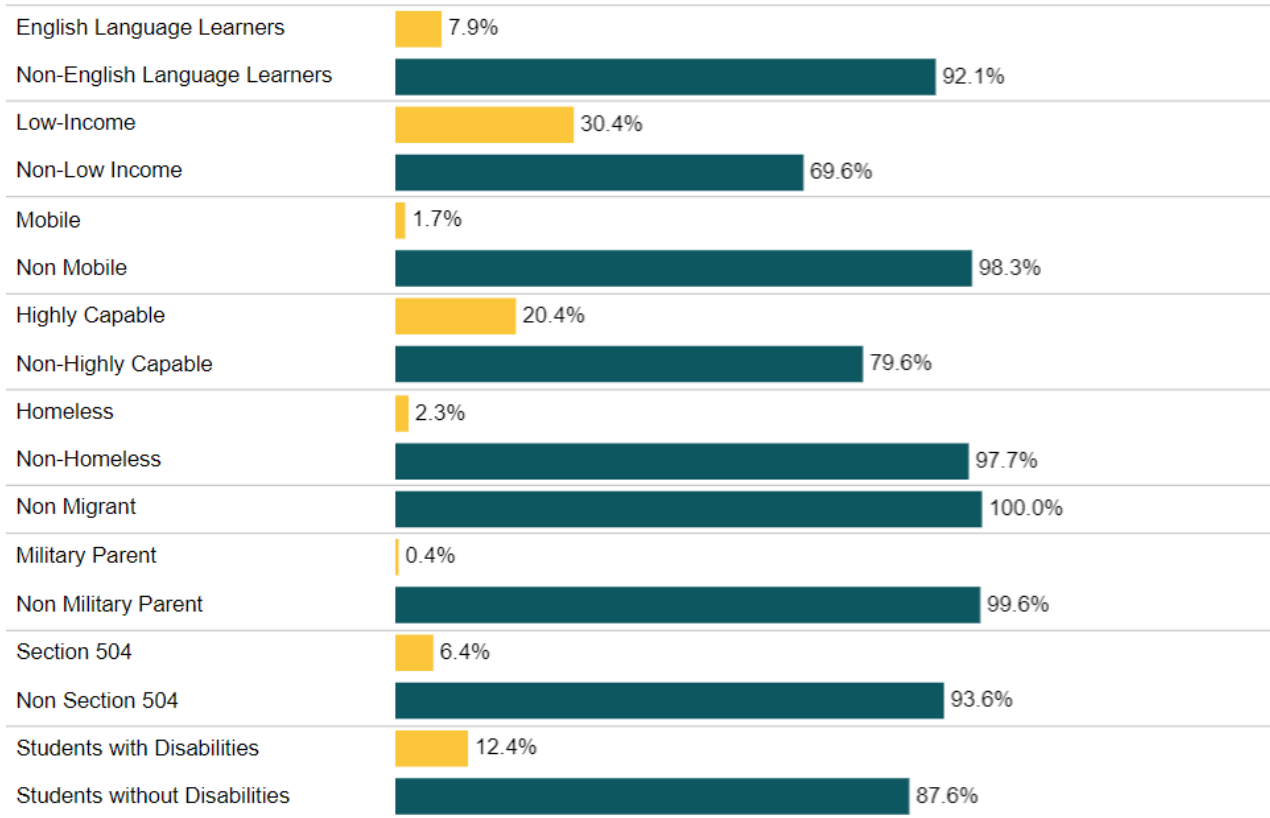
Brier Terrace Middle School is a school community whose demographics are slowly becoming more diverse. In the 2020-2021 school year our population who identify as White was at 48.3%. As the graph below indicates, the student population in 2015 was nearly 60%. This trend has had some implications in our focus as we seek to understand and serve our community. Last June our staff looked at and analyzed our performance data (pages 7 and 8) and recognized several performance gaps for students of different races and ethnicities as well as performance gaps for students in different programs. The desire for our staff to reduce these gaps, especially in our ELL (ML) students, was the impetus for choosing the goals we have set and the work we will do to improve our performance as a school.

Brier Terrace Middle School

Legend:
- American Indian/ Alaskan Native
- Asian
- Black/ African American
- Hispanic/ Latino of any race(s)
- Native Hawaiian/ Other Pacific Islander
- Two or More Races
- White

Federal Race/Ethnicity

Gender

Legend:
- Female
- Gender X
- Male

The school year begins on different days for different school districts. The first business day in October is used as the enrollment count date for all schools and districts in Washington state. A student's gender and race/ethnicity are determined by their most recent enrollment record available.

Brier Terrace Middle School
2020-21

Group	Percentage
English Language Learners	7.9%
Non-English Language Learners	92.1%
Low-Income	30.4%
Non-Low Income	69.6%
Mobile	1.7%
Non Mobile	98.3%
Highly Capable	20.4%
Non-Highly Capable	79.6%
Homeless	2.3%
Non-Homeless	97.7%
Non Migrant	100.0%
Military Parent	0.4%
Non Military Parent	99.6%
Section 504	6.4%
Non Section 504	93.6%
Students with Disabilities	12.4%
Students without Disabilities	87.6%

The school year begins on different days for different school districts. The first business day in October is used as the enrollment count date for all schools and districts in Washington state. A student's inclusion in any of the above program or characteristic groups is determined if they ever, at any point during the school year, were enrolled in any of the above programs.

Brier Terrace Middle School
2019-20

Race/Ethnicity	Percentage
Asian	7.1%
Not Provided	2.4%
White	90.5%
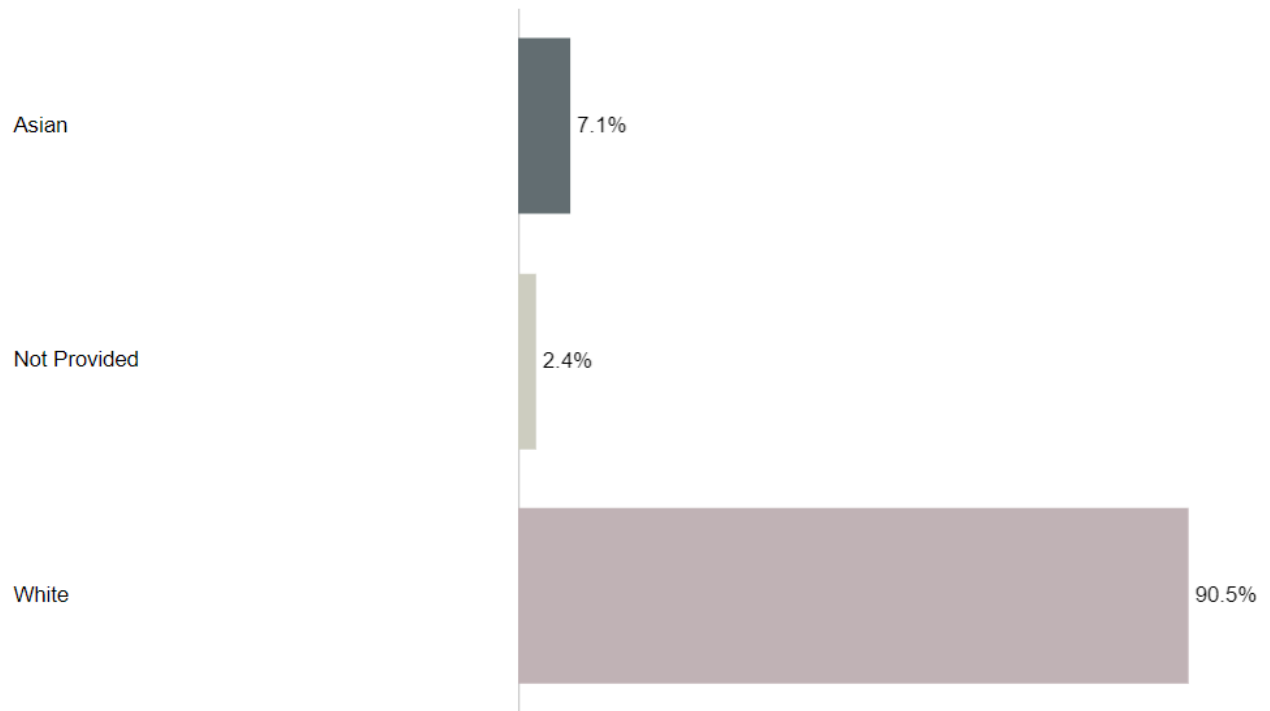
This graph shows the percentage of classroom teachers by reported race/ethnicity. This is an indicator of teacher diversity and can be compared to student diversity.

Brier Terrace Middle School
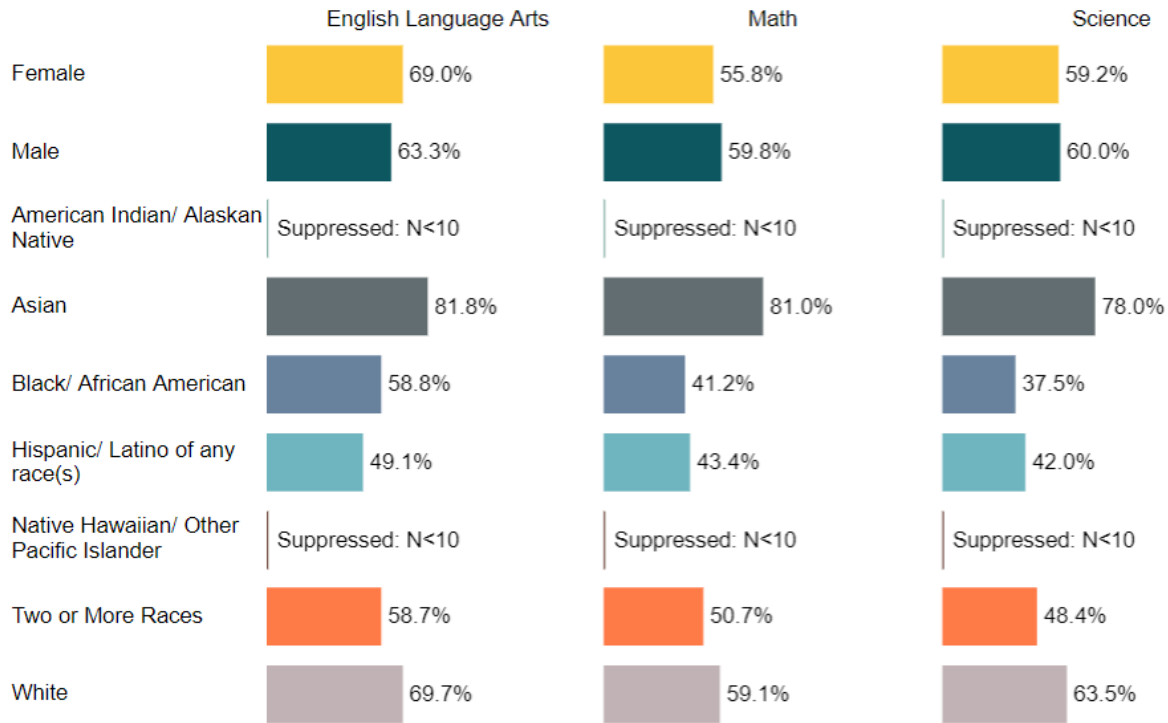## 2019-20

Asian   11.9

White   13.4

This graph shows the average number of years of teaching experience by teacher demographics. Average-years represents the arithmetic mean, which is the total years of teaching experience of each classroom teacher divided by the total number of classroom teachers.

Brier Terrace Middle School
2019-20

Asian   33.3%

White   52.6%
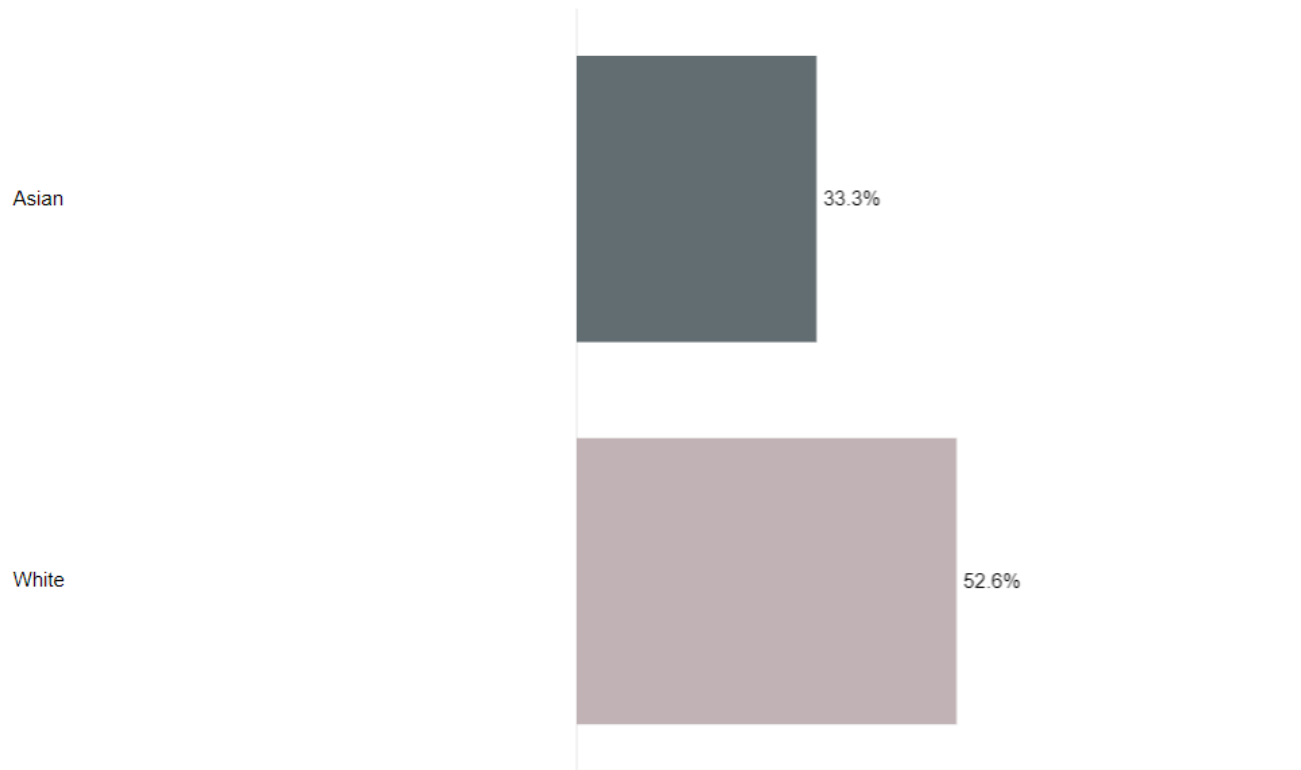
This graph shows the percent of teachers who hold a Master's degree or higher, by race and ethnicity. Examples of higher degrees include PhDs and EdDs. Educational level can be an indicator of a teacher's academic achievement and depth of content knowledge.

Brier Terrace Middle School
2018-19

	English Language Arts	Math	Science
Female	69.0%	55.8%	59.2%
Male	63.3%	59.8%	60.0%
American Indian/ Alaskan Native	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Asian	81.8%	81.0%	78.0%
Black/ African American	58.8%	41.2%	37.5%
Hispanic/ Latino of any race(s)	49.1%	43.4%	42.0%
Native Hawaiian/ Other Pacific Islander	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Two or More Races	58.7%	50.7%	48.4%
White	69.7%	59.1%	63.5%

Every spring students in specific grades are assessed in Math, English Language Arts and Science. Student performance in each subject is scored as a level one, two, three or four. Level 3 or 4 scores mean that students demonstrate the skills expected for that grade. Level 3 or 4 scores are counted as meeting standard in that subject area. Level 1 and 2 scores are counted as not meeting standard in that subject area. Some students are assessed using the Washington Access to Instruction and Measurement (WA-AIM). Science testing with WCAS started in 2017-18, and will be included in the trend in September 2020 after we have collected 3 years of data.

Brier Terrace Middle School
2018-19

	English Language Arts	Math	Science
English Language Learners	20.0%	9.8%	<10%
Non-English Language Learners	69.1%	61.0%	62.7%
Foster Care	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non-Foster Care	66.2%	58.0%	59.9%
Homeless	40.0%	33.3%	Suppressed: N<10
Non-Homeless	66.7%	58.4%	59.6%
Low-Income	47.0%	37.7%	36.5%
Non-Low Income	74.3%	66.5%	69.1%
Non Migrant	66.1%	57.9%	59.6%
Military Parent	Suppressed: N<10	Suppressed: N<10	
Non Military Parent	66.1%	57.8%	59.6%
Section 504	68.5%	61.1%	50.0%
Non Section 504	65.9%	57.6%	60.3%
Students with Disabilities	15.7%	14.5%	17.9%
Students without Disabilities	73.4%	64.1%	65.2%

Every spring students in specific grades are assessed in Math, English Language Arts and Science. Student performance in each subject is scored as a level one, two, three or four. Level 3 or 4 scores mean that students demonstrate the skills expected for that grade. Level 3 or 4 scores are counted as meeting standard in that subject area. Level 1 and 2 scores are counted as not meeting standard in that subject area. Some students are assessed using the Washington Access to Instruction and Measurement (WA-AIM). Science testing with WCAS started in 2017-18, and will be included in the trend in September 2020 after we have collected 3 years of data.

Brier Terrace Middle School
2018-19

	English Language Arts	Math
English Language Learners	44.0	41.0
Non-English Language Learners	49.0	43.0
Homeless	44.0	31.0
Non-Homeless	48.0	43.0
Low-Income	42.0	40.0
Non-Low Income	50.0	43.5
Non Migrant	48.0	43.0
Military Parent		
Non Military Parent	48.0	43.0
Section 504	46.5	42.0
Non Section 504	48.0	43.0
Students with Disabilities	40.0	40.0
Students without Disabilities	49.0	43.0

Washington uses student growth percentiles (SGPs) to measure growth in students' Math and English Language Arts skills from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. A student with a 60 SGP had growth greater than 60% of students with a similar test score in an earlier grade. For a school, the middle or median SGP in a specific subject and grade level is the school's score for the measure.

Due to early school facility closure and the suspension of end of year testing, 2019-20 student growth data will not be available.

Brier Terrace Middle School
2018-19
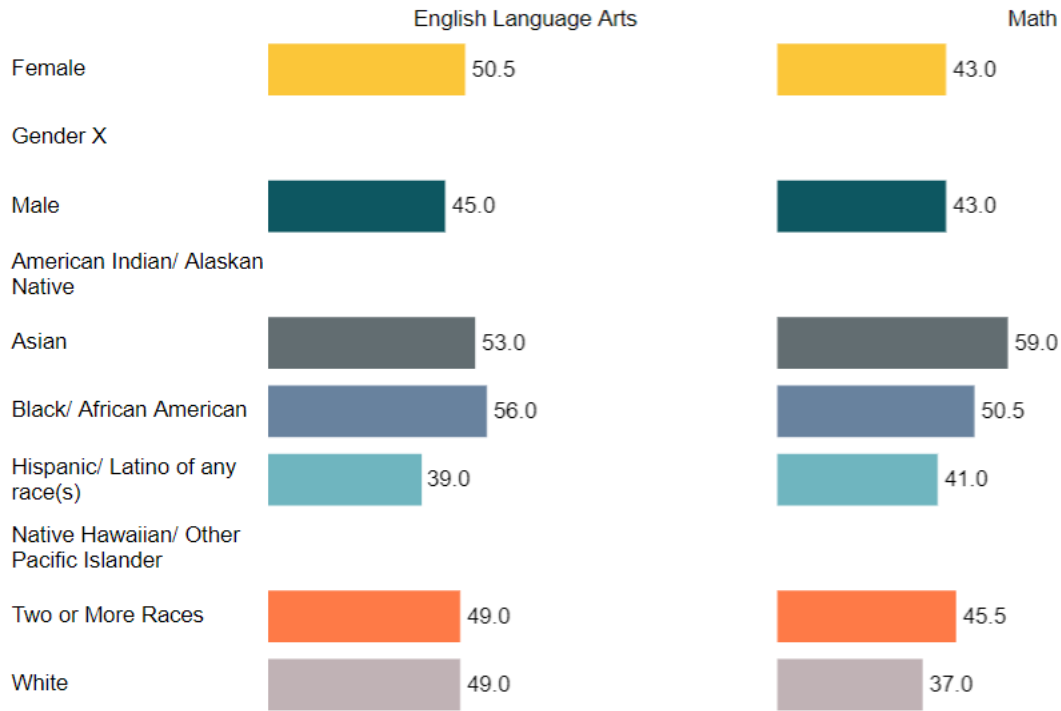
	English Language Arts	Math
Female	50.5	43.0
Gender X		
Male	45.0	43.0
American Indian/ Alaskan Native		
Asian	53.0	59.0
Black/ African American	56.0	50.5
Hispanic/ Latino of any race(s)	39.0	41.0
Native Hawaiian/ Other Pacific Islander		
Two or More Races	49.0	45.5
White	49.0	37.0

Washington uses student growth percentiles (SGPs) to measure growth in students' Math and English Language Arts skills from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. A student with a 60 SGP had growth greater than 60% of students with a similar test score in an earlier grade. For a school, the middle or median SGP in a specific subject and grade level is the school's score for the measure.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E$_3$ Vision)	**The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students**.
Our Mission	**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.**

E₃ Category	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.
Equity (such as student demographics)	*All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.* *District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups* *Staff diversity* *Staff professional development focus on the implementation of Restorative Practice* *Equity Team student survey of school culture from the 18-19 school year.*
Engagement (such as school culture and climate)	*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* *Data collected by staff identifying students NOT engaged regularly in school during the 20-21 school year* *Student survey of what Core Values BTM should represent* *Equity Team student survey of school culture from the 18-19 school year* *Climate report from 18-19 school year from a 3rd party audit of school climate*
Instructional Excellence (and student learning)	*Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators* *Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)* *OSPI state assessments: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)* *iReady Data for Math grades 8 and 9*

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?

Prior to this year, our staff had experienced a great deal of professional trauma and a change was made to the Administration. The goal for the staff was to build back rapport and trust so that we could work

together to build strong and supportive systems for our students to ensure they are all learning at high levels. Student groups were not the focus in 18-19. The staff had chosen to focus on Restorative Practice. This allowed our staff to build relationships not only with ALL of our students but with ourselves as well.

In the Spring Covid shut down in-person learning. In the fall of 20-21, we began to track student engagement during Continuous Learning 2.0. As we continued through the year we began to see even more the importance of our work in building positive relationships and the importance of building positive relationships to student engagement and learning, mostly in negative examples. We knew that we needed to continue to focus on building positive relationships.

We also knew that we needed to look at our data to identify the students we traditionally have and have not served well. We began this work last year as we looked at past years' SBA data. We noticed a definite trend with a gap in learning for our ML student population. We analyzed this and thought of what the causes might be and came to the conclusion that we need to try something to try to reduce the gap. We looked to research-based strategies to improve performance on assessments of student learning toward state standards. Many of our staff are familiar with SIOP strategies as ways to improve learning for our students. We decided to start with implementing Vocabulary Objectives into our lessons at least 3 times a week by January of 2022. We have been working at every Building PD opportunity to familiarize staff so that they feel ready for the challenge by January. We recognize that this strategy will serve not only our ML students but also ALL of our students.

Last spring we also asked our Leadership Class to think about what we want BTM to "stand for" or what they thought our Core Values should be. They surveyed the student body and created a list of MANY ideas and presented these to several staff members, including the Administration. Over the summer the Assistant Principal synthesized the list of ideas to Achievement, Belonging, and Community. In the summer the staff discussed this and landed on Community, Belonging, and Accomplishment. We presented this to the Leadership class this year and they have approved this. We surveyed the school community via Google Form as a way to gauge support for these ideas from the family community. We had a low response rate, but the responses we received were all positive.

This summer the staff supported 3 commitments for the year. One was to implement Community, Belonging, and Accomplishment as the BTM Core Values. One was to commit to implementing Social and Emotional Learning activities (or relationship building) twice a week in Advisory. The third commitment was to implementing Vocabulary Objectives in our lessons at least 3 times a week starting in January of 2022. Almost all of our teaching staff responded to the survey and not one responded indicated anything less than supporting these commitments.

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

We have informed families of our plans and The Principal will share our SIP with families via a link in the Family Update as well as discuss it in the Principal's Report to PTSA. Our students began the work of creating our Core Values and we have surveyed families for their support of our Core Values of Community, Belonging Accomplishment. We will continue to used these Core Values to frame our Social

and Emotional Learning and our work creating a positive student culture in our school. We will continue to find ways to elicit the thoughts of our families as we work to improve our school.

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?
We have not been intentional about creating positive relationships and instructional strategies designed to improve the learning of ML students. We are starting this work now.

What are the goals that our school will focus on this school year and why?
We will continue to work to ensure ALL of our students are learning at state standards because that is what our families want for our students and that is what we want for our students because we want to open doors of opportunity for ALL of our students.

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: ALL students will make growth toward standard on standardized assessments including SBA and iReady or accomplish grade level standards in ELA by the end of the 2021-22 school year.

***Theory of action** If we intentionally implement Social and Emotional Learning lessons and activities and focus on building positive relationships, and if we intentionally implement the SIOP strategy of implementing Language (vocabulary) objectives into our lessons at least 3 days a week, then our students will feel safe as we push them when the learning gets hard and they will learn skills to acquire the language they are being assessed in English and Language Arts and more of our students will perform at or nearer grade level. Their growth toward ELA standards will improve.*

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Our EL Teachers and our coaches will train staff at EVERY available staff PD in how to implement effective Language (Vocabulary) Objectives so that staff are ready to implement at least 3 times a week in January of 2022	All, led by ELL staff and coaches.
Strategy 2: Twice a week we will implement SEL activities centered on Community, Belonging, and Accomplishment in order to build positive relationships so that we can push students when the learning gets hard.	SEL Team, Students, All Staff
Strategy 3: Create rubrics in student language for what Community, Belonging, and Accomplishment looks like in different parts of the building (hallways, classrooms, cafeteria, assemblies, restrooms, etc)	Leadership Class, All students and staff

How will we know that the strategy is working?

Strategy 1: Our EL Teachers and our coaches will train staff at EVERY available staff PD in how to implement effective Language (Vocabulary) Objectives so that staff are ready to implement at least 3 times a week in January of 2022

Strategy 2:   Twice a week we will implement SEL activities centered on Community, Belonging, and Accomplishment in order to build positive relationships so that we can push students when the learning gets hard.

Strategy 3: Create rubrics in student language for what Community, Belonging, and Accomplishment looks like in different parts of the building (hallways, classrooms, cafeteria, assemblies, restrooms, etc)

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)?		
30-day plan	Strategy 1: Introduce the idea behind Language (Vocabulary) Objectives and model for staff.	Agendas and lesson plans for PD
	Strategy 2: Just start with some relationship building lessons 2 advisories a week so that we can START and build the team and implement some activities from Responsive Classrooms training	Lessons presented to staff and students
	Strategy 3: Work with the Leadership class to gain approval of Community, Belonging, and Accomplishment as Core Values and survey families to gauge support.	vote from Leadership class and survey data from
60-day plan	Strategy 1: Staff Meetings and other PD time we provide instruction and work time to practice what has been presented.	Agendas and lesson plans for PD
	Strategy 2: Begin to use Community, Belonging, and Accomplishment as the frame for SEL Activities as created by SEL Team.	Lessons to staff. Survey of staff on the effectiveness of lessons (anecdotal)
	Strategy 3: Work with the Leadership class to begin to build expectations of Community, Belonging, and Accomplishment in different areas of the building.	Drafts of rubrics begun with support from AP and Leadership Teacher
90-day plan	Strategy 1: More of 60 day plan, leading to January where actual implementation will begin 3 days a week.	Self-reflection Walk-through data Creation of walkthrough rubric
	Strategy 2: Incorporate work from Equity Team and other stakeholders into the lessons with the CBA frame	Lessons reflecting the CBAs implemented during Advisory
	Strategy 3: Posters of expectations posted in different areas of the school.	posters posted and baseline data gathered by students and staff

SIP Goal 2: ALL students will make growth toward standard on standardized assessments including SBA and iReady or accomplish grade level standards in Math by the end of the 2021-22 school year.

Theory of action *If we intentionally implement Social and Emotional Learning lessons and activities and focus on building positive relationships, and if we intentionally implement the SIOP strategy of implementing Language (vocabulary) objectives into our lessons at least 3 days a week, then our students will feel safe as we push them when the learning gets hard and they will learn skills to acquire the language they are being assessed in English and Language Arts and more of our students will perform at or nearer grade level. Their growth toward Math standards will improve.*

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Our EL Teachers and our coaches will train staff at EVERY available staff PD in how to implement effective Language (Vocabulary) Objectives so that staff are ready to implement at least 3 times a week in January of 2022	All, led by ELL staff and coaches.
Strategy 2: Twice a week we will implement SEL activities centered on Community, Belonging, and Accomplishment in order to build positive relationships so that we can push students when the learning gets hard.	SEL Team, Students, All Staff

How will we know that the strategy is working?

Strategy 1: Our EL Teachers and our coaches will train staff at EVERY available staff PD in how to implement effective Language (Vocabulary) Objectives so that staff are ready to implement at least 3 times a week in January of 2022

Strategy 2: Twice a week we will implement SEL activities centered on Community, Belonging, and Accomplishment in order to build positive relationships so that we can push students when the learning gets hard.

Strategy 3: Create rubrics in student language for what Community, Belonging, and Accomplishment looks like in different parts of the building (hallways, classrooms, cafeteria, assemblies, restrooms, etc)

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)?*

30-day plan	*Strategy 1: Introduce the idea behind Language (Vocabulary) Objectives and model for staff.*	*Agendas and lesson plans for PD*
	Strategy 2: Just start with some relationship building lessons 2 advisories a week so that we can START and build the team and implement some activities from Responsive Classrooms training	*Lessons presented to staff and students*
	Strategy 3: Work with the Leadership class to gain approval of Community, Belonging, and Accomplishment as Core Values and survey families to gauge support.	*vote from Leadership class and survey data from*
60-day plan	*Strategy 1: Staff Meetings and other PD time we provide instruction and work time to practice what has been presented.*	*Agendas and lesson plans for PD*
	Strategy 2: Begin to use Community, Belonging, and Accomplishment as the frame for SEL Activities as created by SEL Team.	*Lessons to staff. Survey of staff on the effectiveness of lessons (anecdotal)*

	Strategy 3: Work with the Leadership class to begin to build expectations of Community, Belonging, and Accomplishment in different areas of the building.	Drafts of rubrics begun with support from AP and Leadership Teacher
90-day plan	Strategy 1: More of 60 day plan, leading to January where actual implementation will begin 3 days a week.	Self-reflection Walk-through data Creation of walkthrough rubric
	Strategy 2: Incorporate work from Equity Team and other stakeholders into the lessons with the CBA frame	Lessons reflecting the CBAs implemented during Advisory
	Strategy 3: Posters of expectations posted in different areas of the school.	posters posted and baseline data gathered by students and staff

Please complete the mid- and end-of-year reflect and revise summary using this link.

📄 *SIP Reflect and Revise Summary*

SIP Goal 3: All Students will feel BTM is a safe place to learn and trust that their teachers care about them and their learning so that their teachers can push each student to achieve goals when the learning gets hard by the end of the 2021-22 school year, as measured by Panorama survey results, and student generated rubrics.

Theory of action: *If we intentionally implement Social and Emotional Learning lessons and activities and focus on building positive relationships, then our students will feel safe as we push them when the learning gets hard Their growth toward ALL standards will improve.*

How will we get the work done? SEE STRATEGIES TWO AND THREE FOR BOTH GOALS ABOVE

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

Name:	Role:
Scott Morrison	**Principal**
Rana Nakkour	**Assistant Principal**
BTM IC/DC	**Department Chairs and Advisors**
BTM Staff	**Teachers and Support Staff**
BTM Students	**Leadership Class collected, analyzed, presented data from the student population and ultimately approved of the final version of Core Values: Community, Belonging, and Accomplishment** **Will create expectations for what this should look like in different contexts of the school, as well as <u>assess</u> progress toward the implementation of these core values in the different contexts**
BTM Families	**Support the Core Values**

Links to supporting documents
- [Reflect and revise plan (progress monitoring plan)](#)
- Strategic plan