



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

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 every student experiences belonging and is 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	2022-2023
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.

Brier Terrace Middle School

2021-22

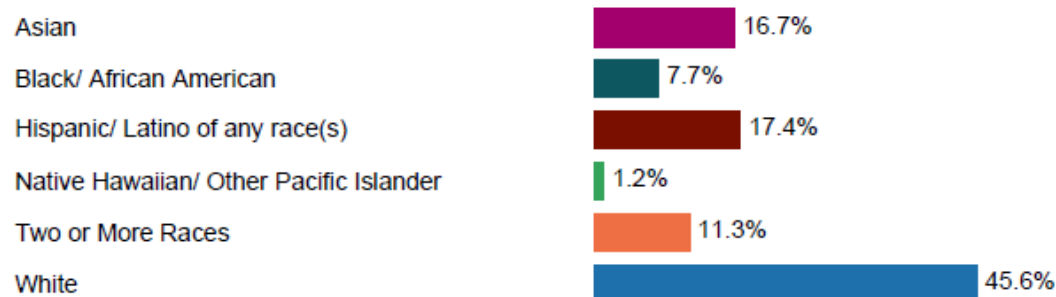
Total Student Enrollment

671

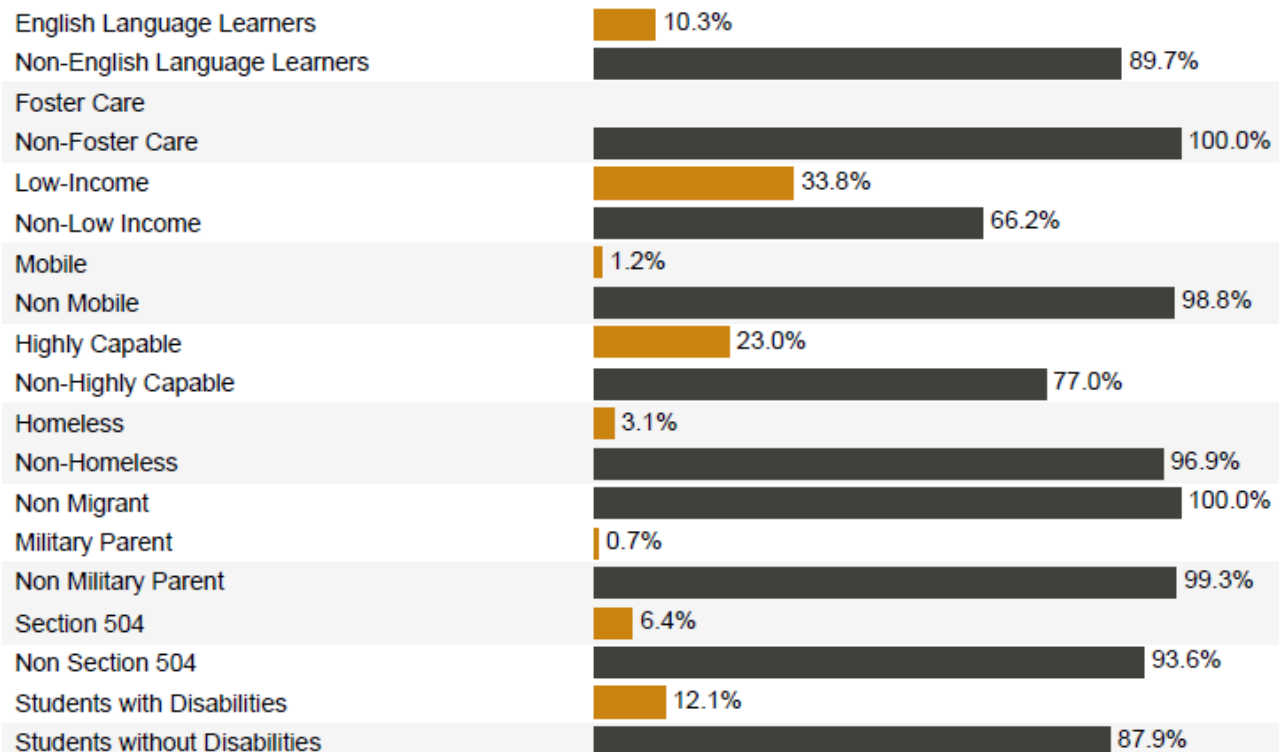
Gender



Race/Ethnicity



Program and Characteristic



Brier Terrace is a school whose students come to us with a WIDE variety of experiences and backgrounds and we are working hard to be sure ALL of our students feel that they BELONG to our School COMMUNITY so that they can ACCOMPLISH their goals and the goals we have for them. One subpopulation that is growing in our school is Multilingual students who are learning English. As we have assessed Achievement and Growth Data, we are finding that this population of students stand out as a group who is not growing at rates that others are. We are just starting to think in terms of EVERY EDUCATOR in our school is a Language Acquisition Teacher. We also know that ALL of our students have experienced, in the last two years, conditions due to COVID restrictions that have negatively impacted their Social and Emotional Regulation skills.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	Equity, engagement, and excellence for each and every student.
Our Mission	Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
Equity (such as student demographics)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</i> <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i> <i>Staff diversity</i> <i>Staff professional development topics, and staff who attended</i> <i>Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results</i>
Engagement (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Student attendance (percent regular attenders),</i> <i>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?))</i>

	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>Panorama student survey data</i></p> <p><i>Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other</i></p>
<p>Instructional Excellence (and student learning)</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i></p> <p><i>Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i></p> <p><i>OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)</i></p> <p><i>OSPI high school graduation rates, drop-out rates</i></p> <p><i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i></p> <p><i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i></p> <p>At BTM, we are using a Google Form that students complete weekly to create an academic plan to find ways for staff and families to support students' Executive Functioning Skills. We are attempting to meet with students to review their plans and to help them overcome any challenges or obstacles they are facing in Executive Functioning. This is a link to the form.</p>

Reflection questions

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?

Our current Growth Data on the OSPI website based on previous SBA data shows an area of strength is that growth data for our African American students is an area of strength. We have examined as a staff SBA Trend data that shows our ML students in our ELL classes are not achieving at rates of NON ELL students. We know that any work we do in order to serve our students MUST benefit our ML students in ELL. We examined this data as a staff in staff meetings in the Spring of 2021. In the Spring of 2022, we began to continue this work, but we took a turn based on anecdotal data from our school that told us that behavior that is distracting, disruptive, and detrimental to LEARNING was prevalent and we needed to concentrate our work on Executive Functioning and creating a learning environment that was healthy and conducive to learning. Late in the Spring we scrapped our plans to continue with our work on Vocabulary Instruction and have decided to focus our work on finding ways to help students to learn the skills and pro-social behavior necessary to accomplish our and their academic goals. We believe this work will improve learning for ALL of our students and create a strong foundation and culture for learning so that we can continue to work to improve our instruction for specific groups of students in the future.

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

Students have (with guidance and support from our Educators) created our Core Values of Community, Belonging, and Accomplishment. Students have defined these for different areas in our school, and are adopting them as our guide for our work and how we function as a Learning Community. We will use our Leadership Class, Journalism class, as well as our Advisory Classes to present data, ideas, and gather feedback on our growth data.

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?

As far as gap data for ML/ELL students, there has not been enough training on HOW we teach ML/ELL students other than “sending ELs to the ELL teacher or providing translations.” We need to transition to a school where the adults see themselves as skilled Language Acquisition teachers. We are just starting to introduce this concept to the staff and we have A LOT of growth potential in this area. The great thing is that the techniques and strategies skilled Language Acquisition teachers use help ALL students learn better.

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

We will focus on students acquiring and using Executive Functioning skills. Evidence of accomplishing our goals will be improved grades throughout the year (more assignments turned in), students feeling better about their academics (as seen in Panorama Data), as well as learning growth data from i-Ready and SBA.

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:

Between Fall 2022 to Spring 2023, students who are at or above early on grade level will increase 5% as measured by i-Ready ELA diagnostic and 65% of students will meet their annual typical growth goal including 35% of our ML students will meet their annual typical growth goal.

Theory of action:

If we focus our learning on how to improve student Executive Functioning, implement that learning in our Advisory Classes, require students to create an academic improvement plan every Monday, and meet with students One on One to reflect on, and refine their plan, students

will improve their grades AND their learning and this will be reflected in their ELA learning assessments including i-Ready growth scores.

How will we get the work done?

Strategies we will complete this year:	Person or team responsible
Strategy 1: We will create a system where students reflect on their progress and success in their classes and create plans for improving academic success.	Admin, students, teachers, paras.
Strategy 2: Staff will meet one on one with students during Advisory to help them create and implement effective plans for intervention including meeting with teachers, communicating with families, and creating a space for students to get help from teachers, and other educators to support students with their classroom tasks during Advisory, after school, and on Early Release days.	Admin, students, teachers, families

How will we know that the strategy is working?

Strategy 1: We are keeping data on student plan completion and will use Homeroom to track missing assignment rates, as well as using i-Ready growth data.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes?

<i>Mid-year Reflect and Revise plan</i>	<i>What does this look like in action?</i> This work helps us to identify students who are NOT Accomplishing goals and who need intervention. We can then assign interventions to students who need more support with Executive Functioning. This ensures EVERY STUDENT is assessed and assigned intervention, no matter their Race or Ethnicity, or Socioeconomic status, or Language Status.	<i>What evidence or data will we review?</i> Grades, missing assignment data, i-Ready growth data.
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<i>End-of-year Reflect and Revise plan</i>	<i>What does this look like in action?</i>	<i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i>
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SIP Goal 2:
Between Fall 2022 and Spring 2023, students who are at or above early on grade level will increase from 5% as measured by i-Ready Math diagnostic and 30% of students will meet their annual stretch growth goal.

Theory of action:
 If we focus our learning on how to improve student Executive Functioning, implement that learning in our Advisory Classes, require students to create an academic improvement plan every Monday, and meet with students One on One to reflect on, and refine their plan, students will improve their grades AND their learning and this will be reflected in their ELA learning assessments including i-Ready growth scores.

How will we get the work done?

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Strategy 1: We are keeping data on student plan completion and will use Homeroom to track missing assignment rates, as well as using i-Ready growth data.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>This work helps us to identify students who are NOT Accomplishing goals and who need intervention. We can then assign interventions to students who need more support with Executive Functioning. This ensures EVERY STUDENT is assessed and assigned intervention, no matter their Race or Ethnicity, or Socioeconomic status, or Language Status.</p>	<p><i>What evidence or data will we review?</i></p> <p>Grades, missing assignment data, i-Ready growth data.</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>

SIP Goal 3:
Between Fall 2022 to Spring 2023, 100% of students will meet with a staff member at least every 6 weeks to review their academic plan and support the student in implementing their plan.

Theory of action:

If we focus our learning on how to improve student Executive Functioning, implement that learning in our Advisory Classes, require students to create an academic improvement plan every Monday, and meet with students One on One to reflect on, and refine their plan, students will improve their grades AND their learning and this will be reflected in their ELA learning assessments including i-Ready growth scores.

How will we get the work done?	
Strategies we will complete this year:	Person or team responsible
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<i>End-of-year Reflect and Revise plan</i>	<i>What does this look like in action?</i>	<i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i>
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Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Scott Morrison	Principal
IC/DC Team	Instructional Council/Department Chairs (initial work)
Whole BTM Staff	Brainstormed ideas and continue to provide feedback about the HOW of the plan. We are continuing to tweak and find ways to improve interventions when students are NOT turning in work or are NOT behaving like students.

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)