



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 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	2023-2024
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.

Student Growth

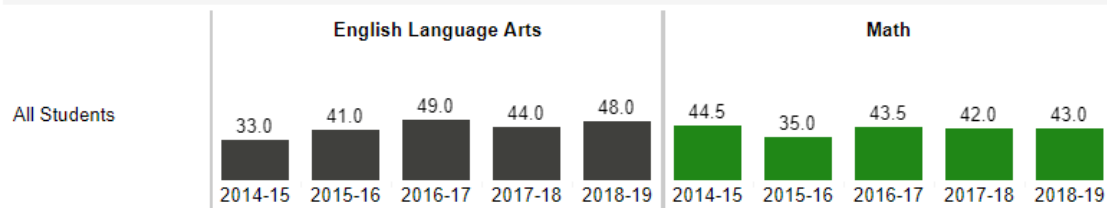
Choose a school year

Summary **Trend** By Grade Details

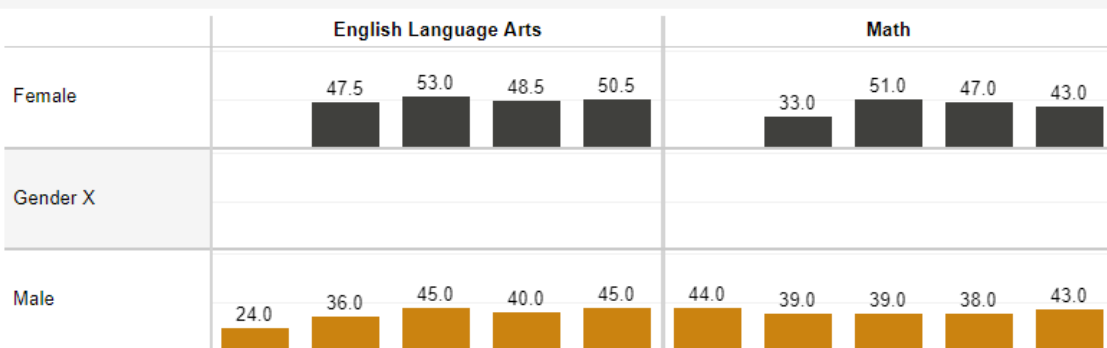
How has student learning grown over time?

Brier Terrace Middle School

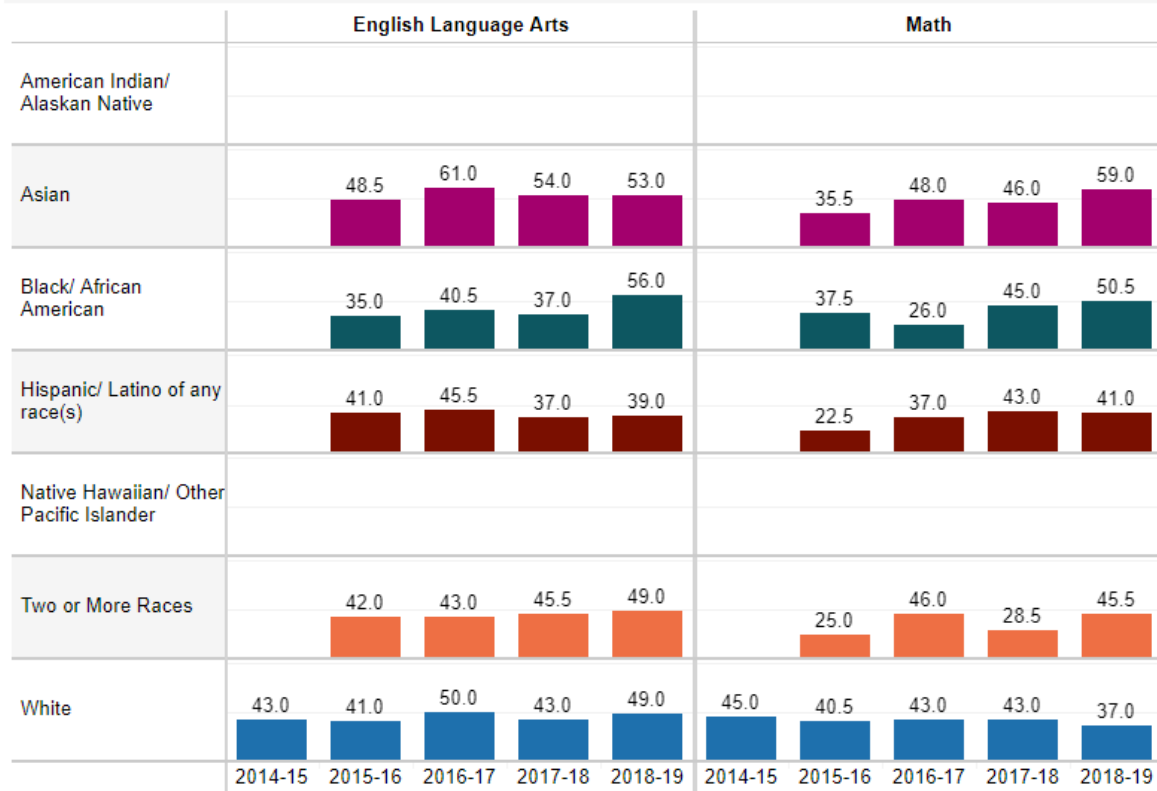
All Students



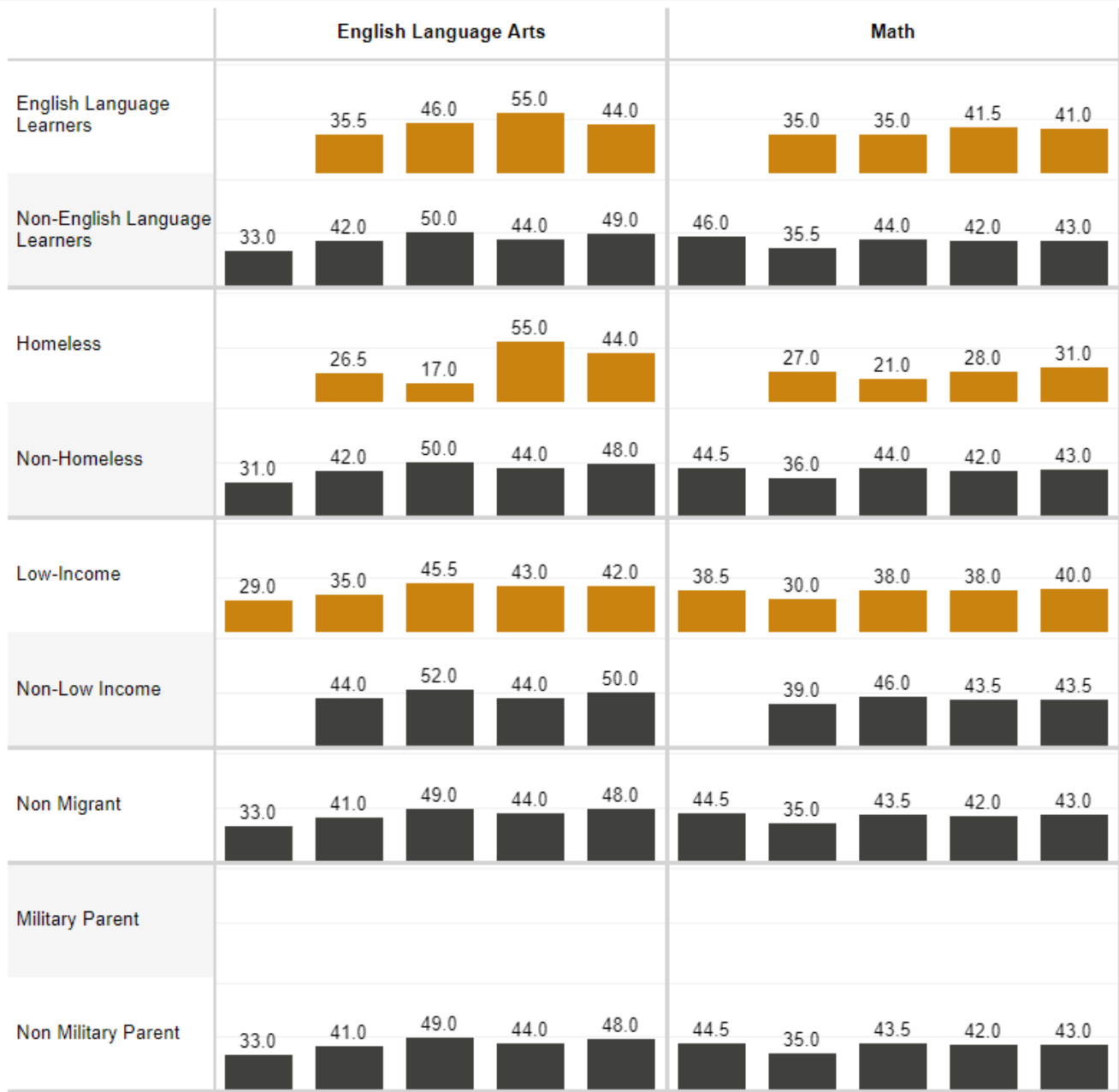
Gender

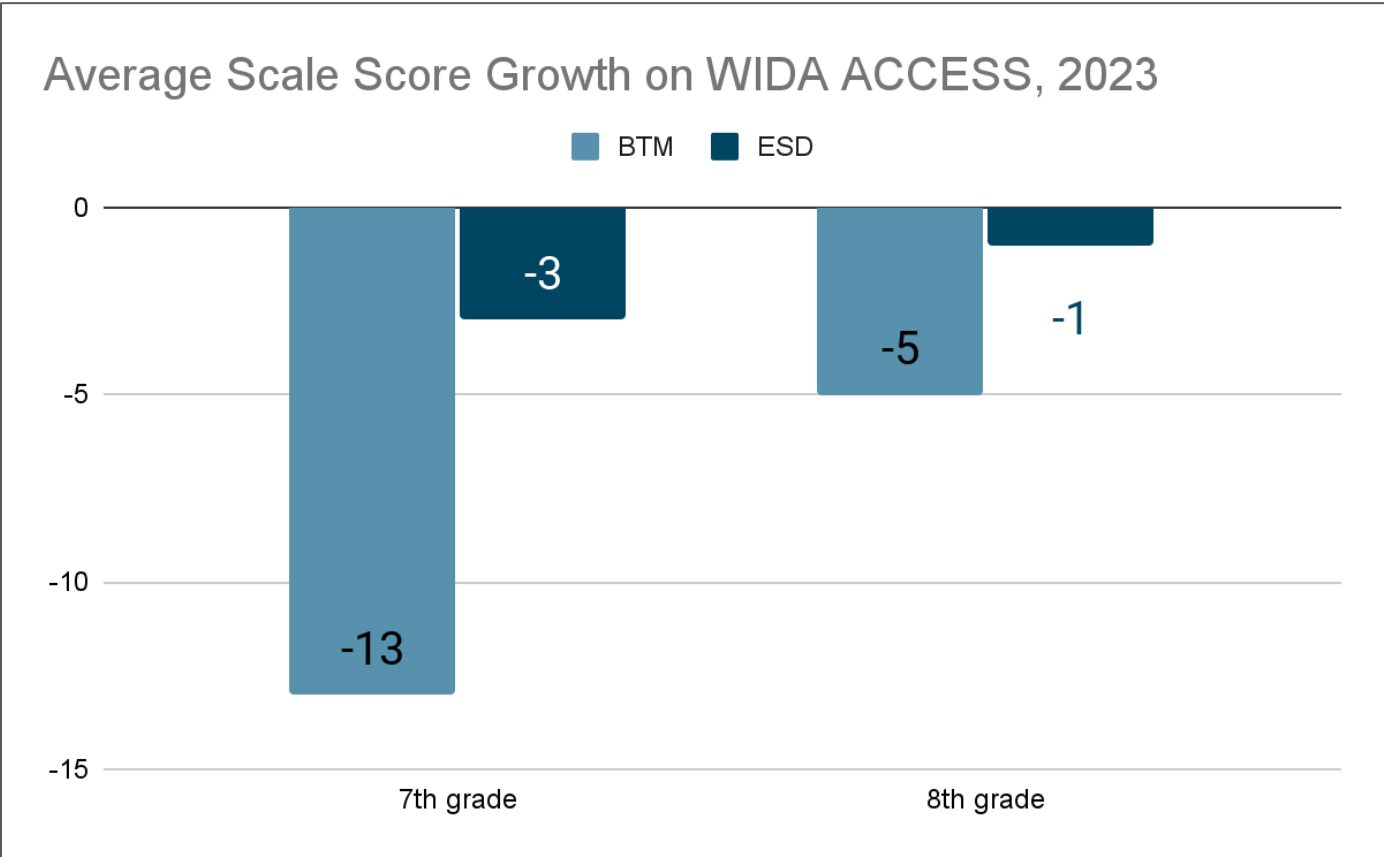
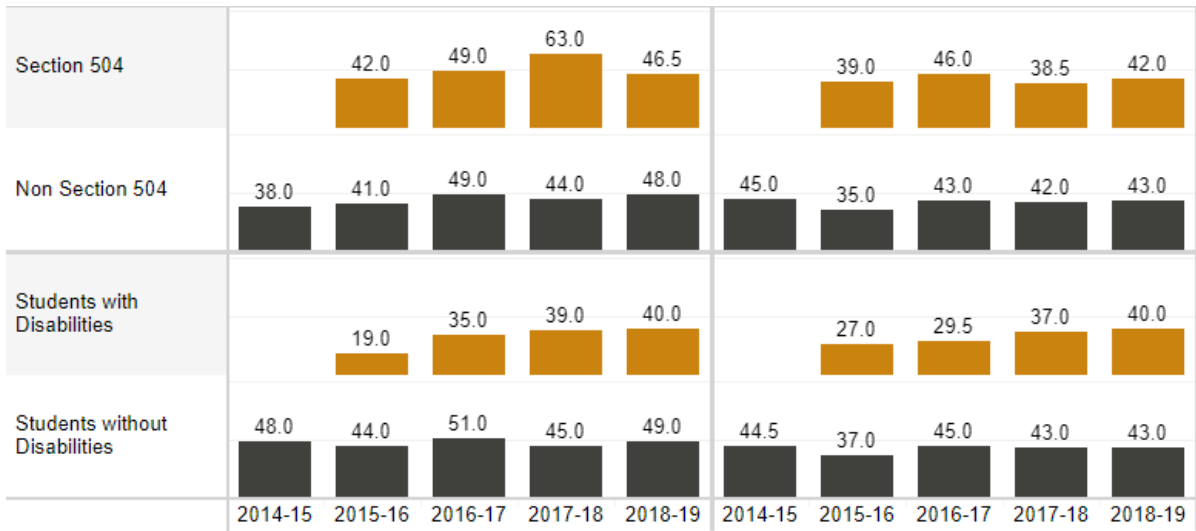


Federal Race/Ethnicity



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 few years, conditions due to COVID restrictions that have negatively impacted their Social and Emotional Regulation skills. It is clear that we have a gap in learning and opportunity between students in the dominant culture and students in traditionally marginalized cultures, and we want to address this as well as address what we are seeing as a whole school concern that students are arriving not ready to learn due to deficiencies in Executive Function. Because of this our goals center around two themes, Executive Functioning and using the Sheltered Instruction Observation Protocol (SIOP) to increase literacy for our ELL/ML students.

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)? Data that are available for school improvement planning are below.
Equity (such as student demographics)	<ul style="list-style-type: none"> ● <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>

	<ul style="list-style-type: none"> ● <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>
<p>Engagement (such as school culture and climate)</p>	<ul style="list-style-type: none"> ● <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> ● <i>Panorama student survey data</i> ● <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>Instructional Excellence (and student learning)</p>	<ul style="list-style-type: none"> ● <i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> ● <i>Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i> ● <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> ● <i>OSPI high school graduation rates, drop-out rates</i> ● <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> ● <i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i> ● <i>At BTM, we used a Google Form that students completed weekly to create an academic plan to find ways for staff and families to support students' Executive Functioning (EF) 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. As the year progressed in 22-23, we found it more challenging to get students to complete the form. In the spring of 22-23, based on what we were experiencing in classrooms, we would step back and explicitly teach EF skills and not continue this practice in 23-24.</i>

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 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. We examined this data as a staff in staff meetings in the Spring of 2021, 22, and 23. In the Fall of 23 we looked at our WIDA scores relative to other schools in the district and saw that growth for our students was significantly less than that of other Middle Schools. In Spring of 2022 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 2022 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. We are continuing this work in 2023-24 using an established curriculum. In addition, in order to address the gaps in academic growth measured by the SBA, we are using our PD time on Fridays to learn about, plan, and implement ways to modify assignments, leveraging District SIOP Training in this area.

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. This fall we will create a Principal's Advisory Team of students that represent our diverse population and will seek their input on our work and data. We will do the same for our Family Engagement team who are hosting a Family Engagement Event at a local LARGE Apartment Complex where a large number of our families live, including many traditionally marginalized populations.

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.

SIP Goal 1: *Between Fall 2023 to Spring 2024, the BTM ELA SBA growth data will improve from 39th Percentile for Hispanic Students, 49th Percentile for White Students, and 44th Percentile for ELL students be above the 50th percentile in all subgroups.*

Theory of action If we focus our learning on how to improve student Executive Functioning, including helping students understand that they can learn HOW to be better students by teaching them things like flexible thinking, organizational skills, ([see the actual lessons here](#)) and implement that learning in our Advisory Classes, and if we learn and implement SIOp strategies and techniques that are based on district SIOp trainings designed to improve Language Acquisition by engaging in PD during our Friday Building time, a larger percentage of our students will show growth in ELA learning assessments including SBA, WIDA, and 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 Executive Functioning Activities for students to engage in during Advisory once a week. These activities are based on the adopted curriculum used in Special Education classes.	Admin, students, teachers, paras, EF Team
Strategy 2: We will use staff meetings to “practice” these activities with staff before implementing them.	Admin, Staff, EF Team
Strategy 3: Our staff has also agreed to use Building Time on Fridays to support and leverage the District Focus in Secondary Schools on SIOp strategies and techniques. We have especially elected to focus on how each department will work to Modify Assignments for ML students.	District Student Learning Team, ML Department, Staff, and Admin. (We will also gather feedback from the Principal’s Advisory Team (selected students who represent our diverse population).

How will we know that the strategy is working?

Strategy 1, 2, and 3: We will look at assignment completion rates and compare them to previous years. Ultimately this should reflect higher levels of growth for our students in i-Ready and SBA growth data for ALL students and our students growth will move to over the 50th percentile in Math, ELA, and Science SBA growth in learning.

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>We will look at Data and share our experiences as staff as well as seek feedback from our Principal's Advisory Team students. (At this time we have already adjusted our implementation of EF activities based on feedback. We are simplifying and making the curriculum even more student friendly).</p>	<p><i>What evidence or data will we review?</i></p> <p>Grades, missing assignment data, i-Ready growth data, staff and student feedback.</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>We will analyze the data we have available and share our experiences and the student feedback we receive.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Grades, missing assignment data, i-Ready growth data, staff and student feedback</p>

SIP Goal 2: *Between Fall 2023 to Spring 2024, the BTM Math SBA growth data will improve from 41st Percentile for Hispanic Students, 37th Percentile for White Students, and 43rd Percentile for ELL students be above the 50th percentile in all subgroups.*

Theory of action If we focus our learning on how to improve student Executive Functioning, including helping students understand that they can learn HOW to be better students by teaching them things like flexible thinking, organizational skills, ([see the actual lessons here](#)) and implement that learning in our Advisory Classes, and if we learn and implement SIOp strategies and techniques that are based on district SIOp trainings designed to improve Language Acquisition by engaging in PD during our Friday Building time, a larger percentage of our students will show growth in Math learning assessments including SBA and 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 EF Activities for students to engage in during Advisory once a week. These activities are based on the adopted curriculum used in Special Education classes.	Admin, students, teachers, paras, EF Team
Strategy 2: We will use staff meetings to “practice” these activities with staff before implementing them.	Admin, Staff, EF Team
Strategy 3: Our staff has also agreed to use Building Time on Fridays to support and leverage the District Focus in Secondary Schools on SIOp strategies and techniques. We have especially elected to focus on how each department will work to Modify Assignments for ML students.	District Student Learning Team, ML Department, Staff, and Admin. (We will also gather feedback from the Principal’s Advisory Team (selected students who represent our diverse population).

How will we know that the strategy is working?

Strategy 1, 2, and 3: We will look at assignment completion rates and compare them to previous years. Ultimately this should reflect higher levels of growth for our students in i-Ready and SBA growth data for ALL students and our students growth will move to over the 50th percentile in Math, ELA, and Science SBA growth in learning.

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>We will look at Data and share our experiences as staff as well as seek feedback from our Principal's Advisory Team students. (At this time we have already adjusted our implementation of EF activities based on feedback. We are simplifying and making the curriculum even more student friendly).</p>	<p><i>What evidence or data will we review?</i></p> <p>Grades, missing assignment data, i-Ready growth data, staff and student feedback.</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>We will analyze the data we have available and share our experiences and the student feedback we receive.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Grades, missing assignment data, i-Ready growth data, staff and student feedback</p>

SIP Goal 3: All students (and especially ML students) will be able to access and complete assignments as successfully as their non ML peers which will increase their learning measured by WIDA growth scores which will improve to match district growth scores which are currently 10 points below the district levels for 7th grade and 4 points below district levels in 8th grade.

Theory of action

If we focus our learning on how to improve student Executive Functioning, implement that learning in our Advisory Classes, and if we learn about and implement SIOP strategies and techniques, and leverage the lessons provided by the district learning days, and dedicate Building time for staff to learn about what this means and how to do it, ML students will show growth in assignments completed and on scores in Learning assessments including SBA and 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 EF Activities for students to engage in during Advisory once a week. These activities are based on the adopted curriculum used in Special Education classes.	Admin, students, teachers, paras, EF Team
Strategy 2: We will use staff meetings to “practice” these activities with staff before implementing them.	Admin, Staff, EF Team
Strategy 3: Our staff has also agreed to use Building Time on Fridays to support and leverage the District Focus in Secondary Schools on SIOP strategies and techniques. We have especially elected to focus on how each department will work to Modify Assignments for ML students.	District Student Learning Team, ML Department, Staff, and Admin. (We will also gather feedback from the Principal’s Advisory Team (selected students who represent our diverse population).

How will we know that the strategy is working?

Strategy 1: We should see higher levels of growth for our students in i-Ready and SBA growth data for ALL students and especially our ML students, and our student growth will move to over the 50th percentile in Math, ELA, and Science SBA growth in learning.

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>We will look at Data and share our experiences as staff as well as seek feedback from our Principal’s Advisory Team students. (At this time we have already adjusted our implementation of EF activities based on feedback. We are simplifying and making the curriculum even more student friendly).</p>	<p><i>What evidence or data will we review?</i></p> <p>Grades, missing assignment data, i-Ready growth data, staff and student feedback.</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>We will analyze the data we have available and share our experiences and the student feedback we receive.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Grades, missing assignment data, i-Ready growth data, staff and student feedback</p>

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

Name:	Role:
Rana Nakkour	Assistant Principal
Jason Ailloud	Director Student Services
Scott Morrison	Principal
Esther Szarek	ML Teacher
Nina Franklin	ML Teacher
Really all staff	This has been a group effort, including the above and an EF Team and work from our Instructional Council and whole staff in Staff Meetings and Building PD throughout the last 5 years, at least.

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2023-24 Reflect and Revise Summary](#)