

## THREE-YEAR PLAN

# Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

*Template Revised 08/06/2024*

## 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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

**Our School Name** Brier Terrace Middle School

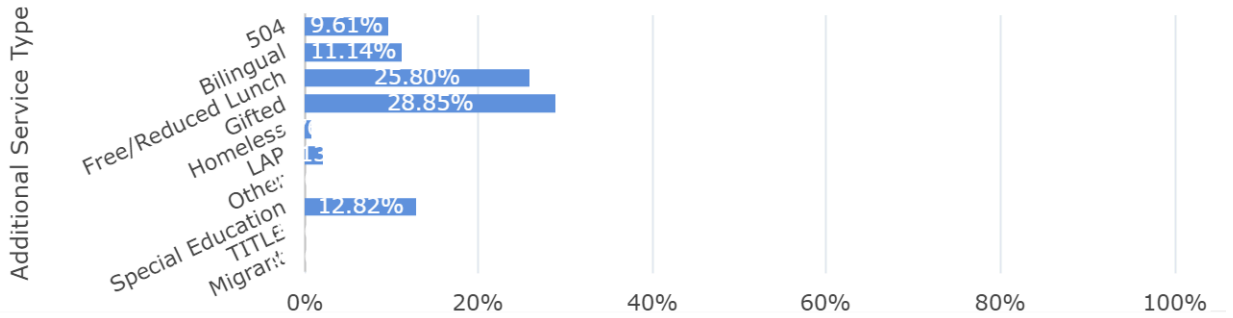
**Current School Year** 2024 - 2025

## Section 1. Our School

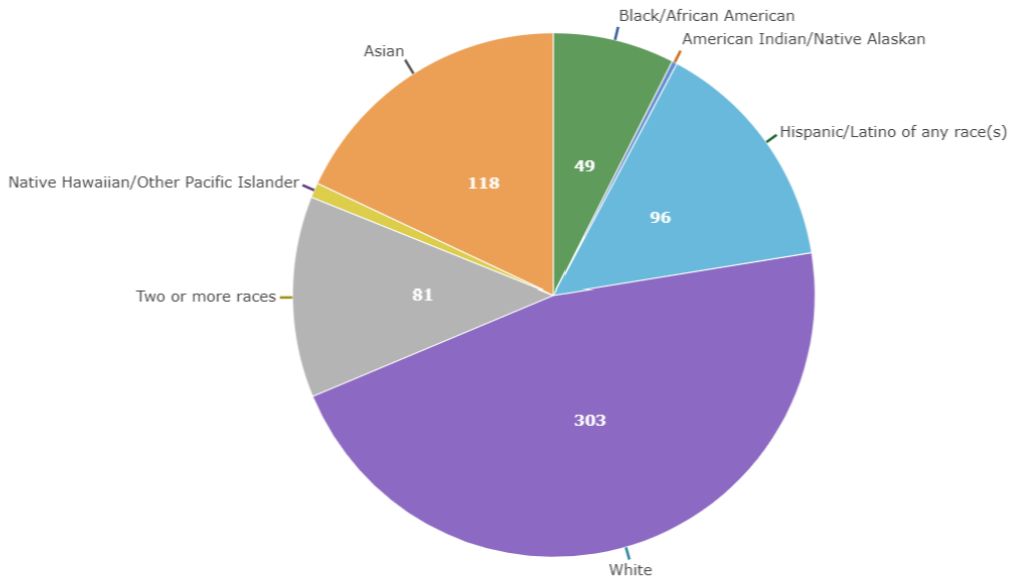
A description of our school including (but not limited to) student demographics; school staff characteristics; strengths and successes; and new opportunities/instructional programs/supports for students, families, and staff members (500 words or less, including a table of student demographics). Other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

Brier Terrace Middle School serves 652 students in grades 7 and 8. We serve students through general education and various special education programs that include Resource, Life Skills, and Intensive Learning Support. BTMS also hosts the district's Highly Capable program for middle schoolers. 13% of students receive special education services; 29% are identified as Highly Capable. 26% of students qualify for free or reduced lunch. Brier Terrace Middle School's core values are Community, Belonging, and Accomplishment. We are committed to providing a focused learning environment and a diverse, inclusive curriculum for all students.

## Student Demographics Distribution by Service Type



## Distribution by Federal Race

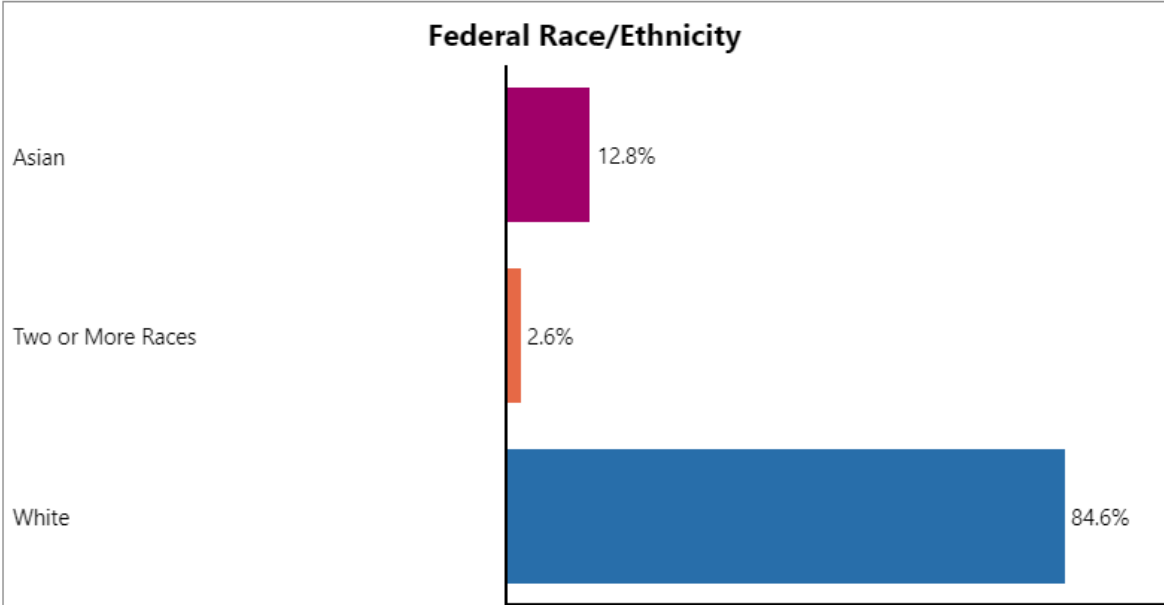
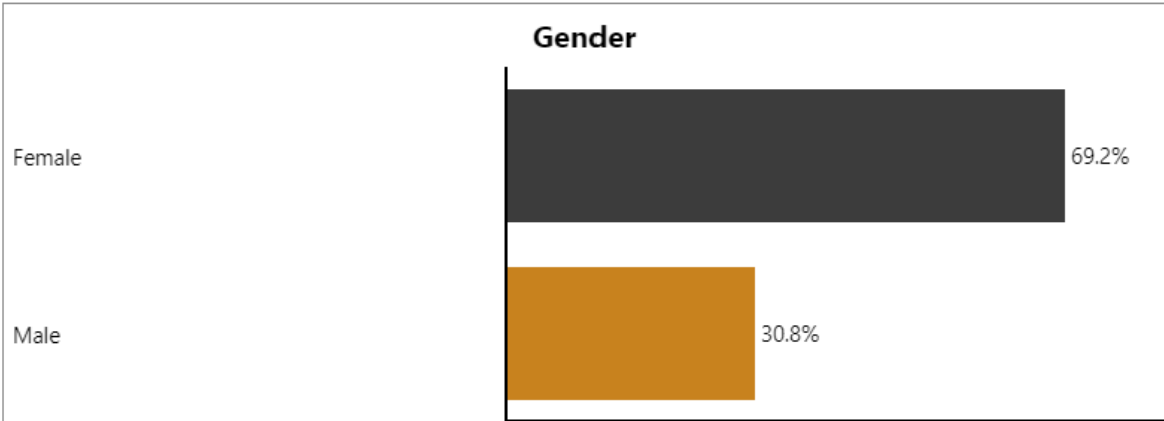


● Black/African American 
 ● American Indian/Native Alaskan 
 ● Hispanic/Latino of any race(s) 
 ● White 
 ● Two or more races 
 ● Native Hawaiian/Other Pacific Islander 
 ● Asian

**Staff Demographics**

What is the percent of classroom teachers by demographics?

**Brier Terrace Middle School  
2022-23**



## 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 School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

#### ***Equity (such as student demographics, listening sessions)***

- Student demographics
- Employee demographics
- Enrollment in advanced courses and specialized programs
- Opportunity gaps in academics, social-emotional learning, and discipline
- Least restrictive environment family surveys
- Other

#### ***Engagement (such as school culture and climate)***

- State data on students who are regular attenders
- District attendance data
- Exclusionary discipline data
- Student survey data
- Family survey data
- Family partnerships
- Participation in events and volunteer opportunities
- Other

### ***Instructional Excellence (and student learning)***

#### All Students

- State ELA assessment
- State math assessment
- WCAS and/or WA-AIM
- State student growth
- Grade level on-track indicators
- Acadience

- Classroom observation tool

- Other

#### Elementary

- State WaKIDS
- i-Ready reading
- i-Ready math
- Running Records
- Other

#### Secondary

- State graduation rates
- State dropout rates
- State ninth grade on-track
- District course completion
- District grades/GPA
- District i-Ready
- Other

### ***Reflection Questions (Please answer each question in 150 to 300 words.)***

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

The team reviewed data from Smarter Balanced Assessments (SBA) for ELA and Math over the past 3 years, Fall 2024 i-Ready data for ELA and Math, and WIDA scores for Multilingual Learners from 2023. Based on reviewed SBA data, there were clear strengths and opportunities. Overall, students made respectable growth in Math and reading (ELA), with a reduction in the achievement gap for Latino students. The achievement gap increased, however, for Black students and students of Two or More Races. Test results for students in those two groups remained flat. The achievement gap also increased for students with disabilities and multilingual learners, with steady declines over the past two years in students showing grade-level proficiency.

To inform the SIP writing process, both student growth and disparities in student outcomes were shared and discussed with the Building Leadership Team, the Instructional Council / Department Chairs, and in data chats with district leadership.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

Student achievement has improved at the school overall, as evidenced by modest improvement on statewide assessments, specifically the ELA, Math, and Science Smarter Balanced Assessment (SBA). Students identifying as Hispanic or Latino made modest progress on the

SBA Math and Reading tests, but not nearly as strong gains as White and Asian students. The percentage of 7th-grade students who identify as highly capable has increased to 30% in 2023-2024, and 35% in 2024-2025. Also, in the 2023-2024 school year, the school committed to using SIOP strategies to try and grow literacy skills schoolwide. These changes and better instructional practices could have led to positive growth in student achievement over the past two school years.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

We recognize that we still have work to do as a school so that all learners can grow socially and academically. The school is not achieving our goals in terms of the achievement gap between black students and students from two or more races, as identified by families on the federal race or ethnicity survey, Our school goal of reducing the gap between Multilingual Learners (ML) and Non-ML students has also not yet shown satisfactory progress for unknown reasons, as some learners have benefitted from the teaching strategies embraced in prior years such as SIOP strategies and the focus on literacy. The number of ML students has decreased over the past 2 school years from 81 students to 73 students.

4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

The primary source of input on the SIP comes from educators in the building, including classified staff, at professional development meetings in the fall. More focused input was given by the Instructional Council / Department Chairs (ICDC) and the Building Leadership Team (BLT). The student ASB representatives and advisory representatives also provided feedback on creating the SIP. The BTMS PTSA will have input on ways to support and monitor the SIP at their next board meeting.

## Section 3. School Improvement Plan (SIP)

This section describes what our staff members 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 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth grade on-track for graduation goal, and an engagement goal.**

### Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

By the end of the 2026-2027 school year, 62% of students will demonstrate grade-level proficiency in math, as measured by the Math Smarter Balanced Assessment, representing a 10% increase from the 52% proficiency rate in the 2023-2024 school year.

#### *Data Review to Identify Our Annual Target Goal*

##### **Reflection questions to consider when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Are students placed in the correct math class?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

#### **SIP Annual Target (One-Year SMARTIE Goal)**

By the end of the 2024-2025 school year, the percentage of students demonstrating grade-level proficiency in math, as measured by the i-Ready assessment, will increase from 50% to 56%. Student progress will be monitored through the fall 2024 and spring 2025 i-Ready diagnostics, along with individualized weekly lessons via i-Ready.

**Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)**

If students engage with frequently targeted math interventions (i.e. i-Ready lessons) in advisory while receiving strong core instruction in math classes, and if math teachers focus their team’s student growth goal on algebraic expressions like systems of equations, then more students who are not yet at grade level will reach grade level proficiency.

**Annual Strategies and Ongoing Work Plan**

**Reflection questions to consider when identifying our key strategy or strategies**

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

**Please list one to three key strategies**

- i-Ready lessons in math.
- Math department Student Growth Goal of systems of equations.

**What will the strategy or strategies look like in action?**

- Student completion of and accountability for 2 individually targeted i-Ready lessons per week.
- Collaboration in Math Professional Learning Communities from Math 7 through Pre-Algebra, Algebra, and Geometry classes to focus on student growth in the target area.

**Team or person responsible**

- All homeroom teachers and Math teachers.
- Math Department teachers.



## Progress Monitoring

### Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

### Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Fall, Winter, and Spring i-Ready diagnostic (Math teachers and administrators, September 2024, January 2025, May 2025).
- Standards-based formative and summative assessments on systems of equation problems at each Math level (Math teachers, ongoing, 2024-2025 school year).

## Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

By the end of the 2026-2027 school year, the percentage of students demonstrating grade-level proficiency on the ELA Smarter Balanced Assessment will increase from 60% to 75%.

Additionally, 70% of Multilingual Learners (ML students) will show positive growth on their WIDA assessment. Progress will be monitored annually from the 2024-2025 to the 2026-2027 school years.

## Data Review to Identify Our Annual Target Goal

### Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

## ***SIP Annual Target (One-Year SMARTIE Goal)***

By the end of the 2024-2025 school year, the percentage of students demonstrating grade-level proficiency in reading, as measured by the i-Ready ELA assessment, will increase from 59% to 65%.

Additionally, 50% of Multilingual Learners (ML students) will show positive growth on their WIDA assessment. Progress will be monitored from fall 2024 to spring 2025.

## ***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

If all teachers consistently implement SIOP strategies and features to focus on literacy and academic vocabulary and practice these strategies to enhance students' spoken fluency (oracy), then more students will demonstrate proficiency on the ELA Smarter Balanced Assessment (SBA) and the WIDA assessment. This improvement will come from increased language competence and confidence.

## ***Annual Strategies and Ongoing Work Plan***

### **Questions to consider when identifying our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

### **Please list one to three key strategies**

- SIOP components and features, including Comprehensible Input (appropriate speech, questioning) and Interaction (fostering student interaction and grouping)
- Continued professional development for all classroom teachers on SIOP components (strategies)

### **What will the strategy or strategies look like in action?**

- Students will be able to practice oracy through questioning and discussions, presentations, and
- Staff professional development on specific SIOP components and features, focusing on Comprehensible Input and Interaction, led by building and district Multilingual Learner (ML) staff.
- Collaborate with a Reading Specialist to identify students who need more support

### **Team or person responsible**

- All classroom teachers
- Multilingual Learning Department teachers and TOSAs, Administration

## **Progress Monitoring**

### **Questions to consider when planning how you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

### **What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)**

- Fall, Winter, and Spring i-Ready assessment (September 2024, January, and June 2025)
- Fall and Spring WIDA assessment (Schoolwide, September 2024 and June 2025)
- Spring ELA Smarter Balanced Assessment (Schoolwide, May 2025)
- Walkthrough and observational data (Administrators, all quarters)

## **Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)**

By the end of the 2026-2027 school year, the percentage of students reporting a positive sense of belonging on the Student Survey of Perceptions will increase from 70% to 85%. Progress will be monitored annually, with improvements tracked from the 2024-2025 to the 2026-2027 school years.

## **Data Review to Identify Our Annual Target Goal**

### **Reflection questions when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

## ***SIP Annual Target (One-Year SMARTIE Goal)***

By the end of the 2024-2025 school year, the percentage of students who feel that students respect each other, as measured by the Student Survey of Perceptions, will increase from 38% to 42%.

## ***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

If students actively engage in discussions with each other in WEB groups and across all classes and participate in the CharacterStrong SEL curriculum, then student respect and sense of belonging will increase in measurable ways.

## ***Annual Strategies and Ongoing Work Plan***

### **Questions to consider when planning our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

### **Please list one to three key strategies**

- WEB Groups led by 8th-grade students
- New implementation of CharacterStrong SEL Curriculum
- Popcorn Fridays - Students receive popcorn tickets when they are “caught” upholding the BTMS core values of Accomplishment, Belonging, and Community.

### **What will the strategy or strategies look like in action?**

- WEB Orientation and Groups - Formerly the “Dog Squad”, our 7th-grade orientation was relaunched with support from a grant to focus on belonging and student well-being. We adopted the WEB (Where Everybody Belongs) model. 8th-grade leaders meet with 7th-grade groups before school and will continue quarterly to meet with 7th-grade groups to check in on their acclimation to the school and participate in fun activities.
- Staff agreed in the spring of 2024 to utilize CharacterStrong in the advisory as the schoolwide SEL curriculum. Staff will have opportunities during professional

development to preview lessons. The building Equity Team will determine the scope and sequence of lessons provided to meet the needs of BTMS students best.

- Popcorn tickets are created by the STEM teacher and reused throughout the year. Students are recognized publicly or privately by staff. Parent volunteers hand out popcorn every other Friday.

#### **Team or person responsible**

- WEB Adviser Seung Lee, WEB leaders (8th grade students), Classroom teachers.
- Advisory teachers (almost all classroom teachers).
- Popcorn Friday - Classroom teachers, PTSA.

## **Progress Monitoring**

#### **Questions to consider when planning you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

#### **What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)**

- Feedback from students through Advisory Representatives on the effectiveness and impact of WEB and CharacterStrong.
- We plan to administer the Student Survey of Perceptions again in the spring. If there is no spring survey window, we will conduct a building survey on areas of focus (Belonging, Supportive Learning Environment) in the Spring early in the 4th quarter.

# Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Tulani Freeman	Principal
Ron Stiell-Williams	Assistant Principal
Building Leadership Team	Esther Szarek (teacher), Patti Blegen (teacher), Lindsey Grimm (counselor), Karen Kasprzyk (teacher librarian), Mike Jones (paraeducator)
Instructional Council / Department Chairs	Varied Classroom Teachers (10 to 12)
BTMS Staff	
BTMS PTSA	
ASB Officers and Student Advisory Representatives	

## Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template\\_24-25](#)
- [End of Year Reflect & Revise Template\\_24-25](#)