

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 Elementary

Current School Year 2025-2026

Section 1. Our School

At Brier, we believe the implementation of an inclusive practices model of teaching and learning will ensure each student and most specifically each student furthest from educational justice experience engaging, universally designed, and consistently accessible opportunities to learn, lead, and belong at Brier Elementary. To achieve this goal, we focus on building a strong social-emotional foundation that creates a safe, welcoming, inclusive school environment which in turn allows all students to more deeply engage in and grow their learning. Our staff continues to focus on designing lessons using our universal design for learning lens as a way to reach the varied needs of our learners.

We currently have 392 students, K-6, including two classrooms for students with significant disabilities. We value families as partners in our work and we encourage family participation and involvement at school. The majority of our staff have been at BRE for more than 5 years. We are committed to always growing and refining our instructional practice in order to meet our goal.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	390	100%	Two or More Races	54	13.9%
American Indian/Alaskan Native	1	0.26%	English Language Learners	21	5.4%
Asian	38	9.7%	Homeless/ McKinney-Vento	5	1.3%
Black/African American	11	2.8%	Low Income	69	17.7%
Hispanic/Latino	43	11%	Section 504	11	2.8%
Native Hawaiian/Other Pacific Islander	1	0.26%	Students with Disabilities	71	18.2%
White	242	62%	Student Mobility		

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
- ☐ 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?
 - 86% attendance rate
 - Academic data:
 - WSIF trend data shows growth in all subgroups this year (Last year, we did not see this growth in Hispanic/Latino students).
 - When analyzing i-Ready data by subgroups, we look for how growth compares to the historically dominant group (i.e. use the growth of "white" as the comparison group for other groups broken down by race).
 - 2023-2024 i-Ready literacy data:
 - Our students of color subgroups did not make the same rate of growth as students who are white
 - Gender: Girls - 22%; Boys -19%
 - Not Hispanic/Latino - 21%; Hispanic/Latino - 18%
 - Not ML - 21%; ML - 23%
 - Not special ed- 22%; Special Education - 14%
 - 2023-2024 i-Ready math data:
 - Only students who are Asian made the same rate of growth as students who are white.
 - Gender: Girls - 33%; Boys -29%
 - Not Hispanic/Latino - 35%; Hispanic/Latino - 33%
 - Not ML - 31%; ML - 46%
 - Not special ed - 33%; Special Education - 24%

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

We continue to see good trend growth for groups that are historically furthest from educational justice. We believe this is a result of our work to ensure a strong, safe, inclusive school climate as well as our work on universal design for learning. In particular, our work focused on increasing student voice. Students have more ownership and voice into their learning.

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?

Our data shows growth in our WSIF trend data across all subgroups but we continue to see lower rates of growth on i-Ready. We will work to continue closing the achievement gap for students of color and our students with disabilities. We continue to work to 1) ensure students are having services to address the areas impacted by their disability, 2) ensure that students who qualify for special education are having their IEP needs met and that they can also access all academics in their classroom and 3) to address the concern we often see in which our students who qualify for an IEP get overwhelmed by larger tests (i.e. i-Ready, SBA) and those data points don't always show the growth we see in classrooms. Questions we continue to address include: What strategies can we utilize to decrease student apathy, anxiety, etc., about larger tests? What ways can we support students in applying the tools and skills they learn in one setting to all academic settings? What additional ways can we support students in taking ownership of and having voice in their learning?

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?

During the 2024-2025 school year, staff conducted data dives after the fall and winter i-Ready assessment marks including looking at performance by groups. We conducted monthly MTSS meetings to review growth and develop action plans. The Principal gave updates during PTA meetings and community events to keep families informed. We also focused professional learning on increasing student voice (prior, during and after a lesson.) We will continue these efforts and we will continue to work to add ways for families to engage meaningfully in this process.

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)

From 2024 - 2025 to 2026 - 2027, students in grades 3-6 who are at or above the benchmark in ELA will increase school-wide reading proficiency from 68.6% (2024) to 77.6% (2027) or 3% for the next three years as measured on the Smarter Balanced Assessment (SBA).

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)

From 2025-2026 the percentage of students in grades 3-6 who are at or above benchmark on i-Ready Reading will increase from:

3rd grade: 70% (2025) to 80%

4th grade: 75% (2025) to 85%

5th grade: 73% (2025) to 83%

6th grade: 75% (2025) to 85%

For 2025-2026 the percentage of students in K-6th grades who receive special education services who are at or above benchmark on i-Ready will increase from 34% to 44%.

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

If we continue to use our universal design for learning lens, with a focus on 8.2 Optimize challenge and support, to ensure grade level access to all students during core instruction and if we further align and coordinate services between special education and general education, we will see growth for all students but specifically greater growth for our students receiving special education services.

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

- We will focus on 8.2 optimize challenge and support and continue to increase the amount of student voice in the lesson design, implementation and feedback process.
- MTSS meetings every 6 weeks that look at rates of progress and determine needed interventions.
- Coordination between special education and general education staff.

What will the strategy or strategies look like in action?

- Staff professional learning will focus on universal design with an emphasis on optimizing challenge and support which will include increasing student voice & feedback in lesson design, implementation and reflection.
- MTSS meetings every 6 weeks with action plans.
- Regular coordination between special education and general education staff

Team or person responsible

All staff and administrator

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)

- Staff feedback regarding aligned professional learning, including Learning Labs. This data will inform professional learning as well as feedback given. This data is collected and utilized by the Principal and our UDL Inclusionary Practices learning team.
- Student feedback will be collected regarding their level of voice in lesson design, implementation and reflection process.
- i-Ready reading data will be collected three times/year. This data will be collected and evaluated by the Principal and our Professional Learning Team and shared with the whole staff.
- MTSS meetings will occur every 6 weeks which include action steps for intervention. All staff members involved will use the data.
- The Principal will check in regularly with special education and general education staff to ensure communication and collaboration efforts are working.

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

From 2024 - 2025 to 2026 - 2027, students in grades 3-6 who are at or above benchmark in Math will increase school-wide math proficiency from 62% (2024) to 71% (2027) or 3% for the next three years as measured on the Smarter Balanced Assessment (SBA).

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 the 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)

For 2025-2026 the percentage of students in grades 3-6 who are at or above benchmark on i-Ready math will increase from:

3rd grade: 65% (2025) to 75%

4th grade: 73% (2025) to 83%

5th grade: 58% (2025) to 68%

6th grade: 69% (2025) to 79%

For 2025-2026 the percentage of students in K-6th grades who receive special education services who are at or above benchmark on i-Ready math will increase from 32% to 42%.

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

If we continue to use our universal design for learning lens, with a focus on optimize challenge and support, to ensure grade level access to all students during core instruction and if we further align and coordinate services between special education and general education we will see growth for all students but specifically greater growth for our students receiving special education services.

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

- We will focus on 8.2 optimize challenge and support and continue to increase the amount of student voice in the lesson design, implementation and feedback process.
- MTSS meetings every 6 weeks that look at rates of progress and determine needed interventions.
- Coordination between special education and general education staff.

What will the strategy or strategies look like in action?

- Staff professional learning will focus on universal design with an emphasis on optimizing challenge and support which will include increasing student voice & feedback in lesson design, implementation and reflection.
- MTSS meetings every 6 weeks with action plans.
- Regular coordination between special education and general education staff

Team or person responsible

All staff and administrator

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)

- Staff feedback regarding aligned professional learning, including Learning Labs. This data will inform professional learning as well as feedback given. This data is collected and utilized by the Principal and our UDL Inclusionary Practices learning team.
- Student feedback will be collected regarding their level of voice in lesson design, implementation and reflection process.
- i-Ready reading data will be collected three times/year. This data will be collected and evaluated by the Principal and our Professional Learning Team and shared with the whole staff.

- MTSS meetings will occur every 6 weeks which include action steps for intervention. All staff members involved will use the data.
- The Principal will check in regularly with special education and general education staff to ensure communication and collaboration efforts are working.

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

From 2024-2025 to 2026-2027, the percentage of students in grades 3-6 who report a favorable sense of belonging will increase from 80% (Fall 2024) to 89% (Spring 2027).

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)

For 2025-2026 the percentage of students in grades 3-6 who report a favorable sense of belonging will increase 10%.

3rd grade: 73% (2025) to 83%

4th grade: 74% (2024) to 84%

5th grade: 79% (2024) to 89%

6th grade: 78% (2024) to 88%

For 2025-2026 the percentage of students in K-6th grades who receive special education services who report a favorable sense of belonging will increase from 70% to 80%.

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

If we find ways to increase student voice and input regarding how to increase their sense of belonging then we will see an overall increase in student sense of belonging as well as an overall increase in academic achievement.

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

- In addition to the district sense of belonging survey, Brier Elementary (BRE) completes our own sense of belonging survey for students in 2nd-6th grade that allows them to voice ways we can improve and it gives an option to talk directly to a staff person. This narrative data gives us concrete strategies to address.
- The Principal plans to hold planning sessions with groups of students to allow students the opportunity to help implement changes.

What will the strategy or strategies look like in action?

- We will continue implementing our surveys and analyzing the data 3 times a year.
- Principal will hold meetings (at least 3 times this year) with student sense of belonging groups.
- Counselor will coordinate with students requesting meetings with a staff person.

Team or person responsible

- All staff have responsibility to create a safe, welcoming, inclusive school environment.
- Counselor and Principal will coordinate the Sense of Belonging surveys and meetings.

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)

- District Sense of Belonging survey for 3rd-6th graders 3x/year.
- BRE's Sense of Belonging survey for 2nd-6th graders 3x/ year.
- Conferences with individual students who request meeting with an adult.
- Data from Principal meetings with students (at least 3 times this year)

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

Name	Role
Professional Learning Team:	(leadership team)
Shannon Gonsalves	5th grade teacher
Jessica Norenberg	Librarian
Sara Skibba	3rd grade teacher
Charlyn Merkle	Learning Support teacher
Donna Kerns	2nd grade teacher
*All staff will view and give input	
Students	Students will give input through Student Sense of Belonging surveys, focus groups and individual conferences.

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](#)