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 2025 - 2026

Section 1. Our School

Brier Terrace Middle School serves 717 students in grades 7 and 8. The home of the Bulldogs, 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. 14% of BTMS students receive special education services; 29% are identified as Highly Capable; 28% 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

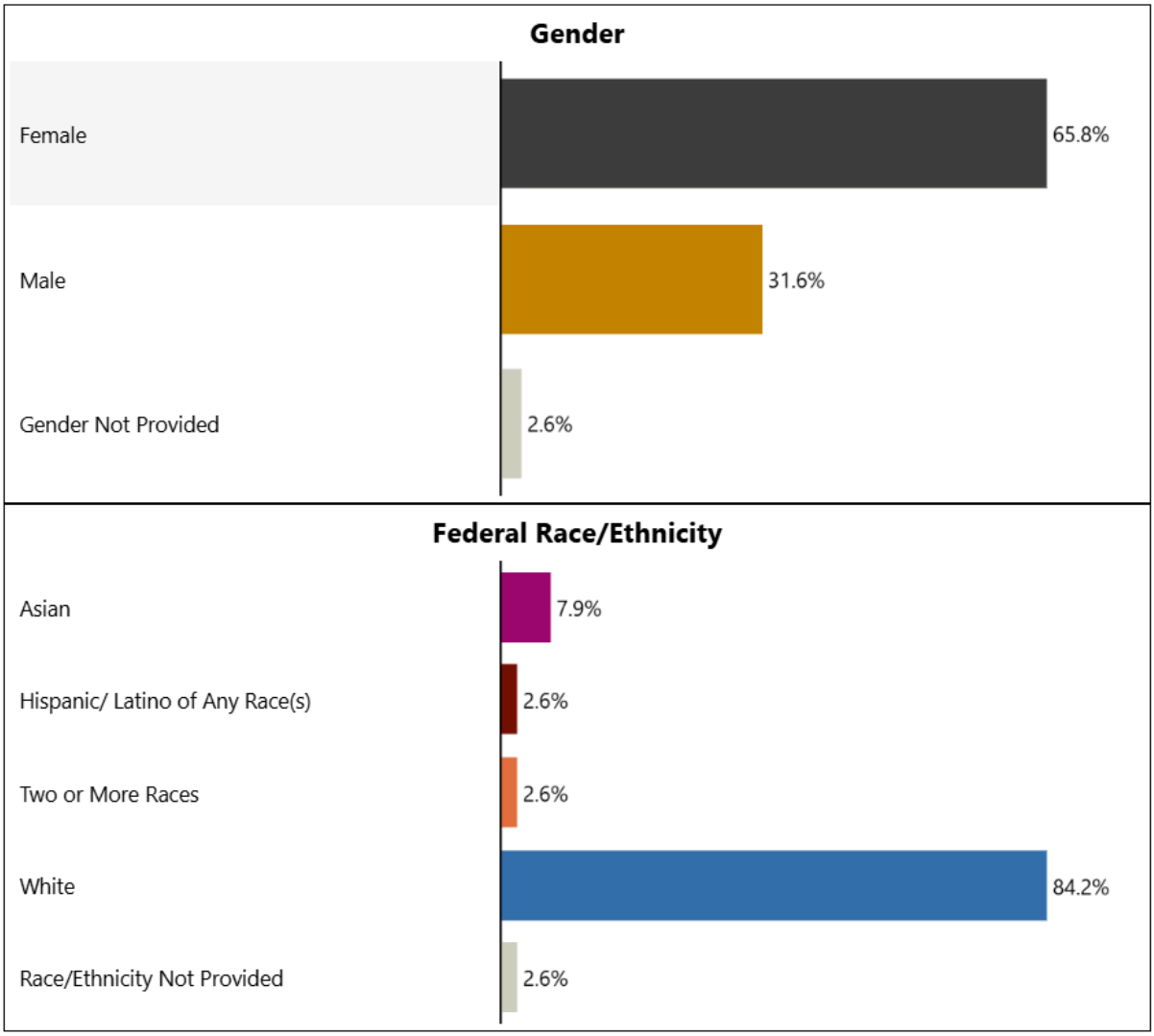
Brier Terrace Middle School

Group	Number of Students	% of Students
Enrollment (October)	717	N/A
Students by Federal Race		
Asian	111	15%
Black/African American	46	6%
American Indian/Native Alaskan	2	0.3%
Hispanic/Latino of any race	108	15%
White	340	47%
Two or more races	104	15%
Native Hawaiian/Other Pacific Islander	6	0.8%
Students by Program/Service Type		
Section 504	68	9%
Multilingual Learner	73	10%
Free/Reduced Lunch	200	28%
Highly Capable	205	29%
Homeless / McKinney-Vento	13	2%
Special Education	103	14%

Staff Demographics

38 teachers, 9 paraeducators, 7 support staff

Brier Terrace Middle School
2023-24



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

- [x] State ELA assessment
- [x] State math assessment
- [x] WCAS and/or WA-AIM
- [ ] State student growth
- [x] Grade level on-track indicators
- [ ] Acadience
- [x] 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
- [x] 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 English Language Arts (ELA) and Math over the past 3 years, i-Ready data for ELA and Math from Spring and Fall 2025, and WIDA scores for Multilingual Learners from 2024. Based on the reviewed SBA data for Spring 2025, there were clear strengths and opportunities. Overall, students at the school made respectable gains in Math, Reading (ELA), and Science tests last year - especially in Math. The number of Multilingual Learners showing proficiency in ELA, Math, and Science nearly doubled. Students with disabilities showing proficiency in ELA and Math decreased by approximately 10% points. For all students overall, the trend over three years is encouraging.

To inform the SIP writing process, student growth data, disparities in student outcomes, and data on student belonging were shared and discussed with the faculty as a whole, the Building Leadership Team, the PTSA, 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 substantial improvement on statewide assessments last year, specifically the ELA, Math, and Science Smarter Balanced Assessments. Students across all races and ethnicities showed substantial growth on the SBA Math test. The number of Multilingual Learners showing proficiency in ELA, Math, and Science nearly doubled. Teachers in several departments, including Math, Science, and PE, aligned their student growth goals to the School Improvement Plan or state standards.

Schoolwide culture and climate have improved, and students' sense of belonging remained stable from fall to spring. Professional development focused on alignment within Professional Learning Communities (departments). These schoolwide changes, along with focused instructional practice, 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 academically and socially. There is additional work to be done to achieve our goals in reducing the achievement gap between Black and Latino students and the school as a whole. Reading grew overall year over year, but not for African-American students. Our school's goal of reducing the gap between Multilingual Learners (ML) and Non-ML students has shown progress, but there is room for continued growth. And there is a need for progress to improve outcomes for our students with disabilities.

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 certificated and 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 the SIP. The BTMS PTSA gave input on strategies to support student belonging at their general meeting in October.

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, 65% of students will meet or exceed grade-level standards in math on the Smarter Balanced Assessment, reflecting a 33% increase from the 52% proficiency rate in 2023–2024.

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 2025–2026 school year, the percentage of students (excluding those enrolled in geometry) demonstrating grade-level proficiency in math on the i-Ready assessment will increase from 44% to 54%, representing a 20% gain.

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

If students consistently participate in targeted math interventions, such as i-Ready lessons, alongside high-quality core instruction, and if math teachers center their team growth goals on algebraic concepts like systems of equations, then a greater number of students who are currently below grade level will achieve 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 are consistently implemented for all students except Geometry
- Instructional focus on systems of equations across all math classes
- Strengthen core instruction by using essential standards to guide teaching and learning

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 2025, January 2026, May 2026).
- Standards-based formative and summative assessments on systems of equation problems at each Math level (Math teachers, ongoing, 2025-2026 school year).

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

By the end of the 2026–2027 school year, the percentage of students achieving grade-level proficiency on the ELA Smarter Balanced Assessment will increase from 61% to 73%.

Additionally, 70% of Multilingual Learners (ML students) will demonstrate positive growth on the WIDA assessment. Progress toward these goals will be monitored annually from the 2025–2026 through the 2027–2028 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 2025–2026 school year, the percentage of students demonstrating grade-level proficiency in reading on the i-Ready ELA assessment will increase from 57% to 65%.

Additionally, 50% of Multilingual Learners (ML students) will demonstrate positive growth on the WIDA assessment. Progress will be monitored from fall 2025 through spring 2026.

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

If all general education teachers consistently demonstrate strong core instruction in reading and, in addition, implement i-Ready lessons to focus on differentiated lessons, then more students will demonstrate proficiency on the ELA Smarter Balanced Assessment (SBA) and the WIDA assessment.

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

- Schoolwide culture of reading and classroom reading student-led goals.
- 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, and presentations.
- Staff professional development on specific SIOP components and features, focusing on Comprehensible Input and Interaction, led by building and district Multilingual Learner (ML) staff.
- Staff collaborate with the building Reading Specialist to identify students who need ongoing support during core instruction.

Team or person responsible

- All classroom teachers
- Multilingual Learning Department teachers and (Teachers on Special Assignment) 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 2025, January, and June 2026)
- Fall and Spring WIDA assessment (Schoolwide, September 2025 and June 2026)
- Spring ELA Smarter Balanced Assessment (Schoolwide, May 2026)
- Walkthrough and observational data (Administrators, all quarters)

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

By June 2027, the percentage of students reporting a positive sense of belonging on the Student Survey of Perceptions will increase from 70% to 80%.

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 June 2026, the percentage of students reporting positive teacher-student relationships on the Student Survey of Perceptions will increase from 65% to 72%.

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

If students actively engage in discussions and data chats with advisors and participate in the CharacterStrong SEL curriculum, then students' 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
- CharacterStrong SEL Curriculum
- Advisor-led data chats with students

What will the strategy or strategies look like in action?

- Our 7th-grade “orientation and beyond” program was relaunched in fall 2023 through a grant focused on fostering belonging and student well-being. We adopted the *WEB – Where Everybody Belongs* model, in which 8th-grade leaders welcome incoming 7th graders before the school year begins and continue meeting with them quarterly to support their transition, lead team-building activities, and answer questions.
- Since fall 2024, staff have implemented *CharacterStrong* as the schoolwide SEL curriculum during advisory. Professional development opportunities allow staff to preview and practice lessons, while the Building Equity Team determines the scope and sequence to best meet the needs of BTMS students.
- Quarterly advisor check-ins strengthen teacher-student connections and reinforce that every student’s growth matters. Teachers use i-Ready data chats to guide meaningful conversations about progress and goal setting. Administrators share data identifying students struggling in multiple classes, and advisors follow up with encouragement and support—helping students persist academically and socially while building confidence and resilience.

Team or person responsible

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

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 / Student-Teacher relationships) 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), Drew Hambleton (teacher), Shyla Dunaway (teacher), Karen Kasprzyk (teacher librarian), Lucinda Norton (paraeducator)
Instructional Council / Department Chairs	
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