Edmonds School District

THREE-YEAR PLAN

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

Template Revised 08/17/2026

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 how staff members will ensure every student feels a sense of belonging and can 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 2026 - 2027

Section 1. Our School

Brier Terrace Middle School (BTMS) serves 720 students in Grades 7 and 8. The home of the Bulldogs, students access their education through the general education curriculum, the Highly Capable Program, and/or various specialized programs including Resource, Life Skills, and Intensive Learning Support. Among the student population, 13% of BTMS students receive special education services; 28% are identified as Highly Capable; 30% of students qualify for Free and Reduced-Price Meals.

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)	726	100%
Students by Federal Race		
Asian	108	15%
Black/African American	42	6%
American Indian/Native Alaskan	2	0.3%
Hispanic/Latino of any race	106	15%
White	353	49%
Two or More Races	113	16%
Native Hawaiian/Other Pacific Islander	2	0.3%
Students by Program/Service Type		
Section 504	67	9%
Multilingual Learner	69	10%
Free/Reduced Lunch	232	32%
Highly Capable	199	27%
McKinney-Vento	9	1%
Special Education	112	15%

Staff Demographics

37 teachers, 12 paraeducators, 7 support staff

Teacher Demographics	
Average years of certificated experience	17
Asian	11%
Hispanic/Latino of any race	3%
White	84%
Race/Ethnicity Not Provided	2%
Female	68%
Male	30%
Gender Not Provided	2%

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 targets 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
- ☑ Family Surveys
- ☑ Special education and least restrictive environment data
- ☐ 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
- [x] 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
- [x] District course completion
- [x] District grades/GPA
- [x] District i-Ready
- [x] 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 three years, and i-Ready data for ELA and Math from Fall 2026. Based on the data reviewed, there were clear strengths and opportunities. Overall, students at BTMS have made steady, respectable gains in Reading (ELA) and Science. Math performance demonstrated initial growth before declining over the past three years. The number of Multilingual Learners (ML) showing proficiency in ELA has consistently increased over the past three years. Students with Disabilities showing proficiency in ELA and Math decreased by approximately 10 percentage points in Spring 2025, then went up slightly in Spring 2026. With the exception of Spring 2026 Math results, overall student achievement trends over the three years remain 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. Disparities in student outcomes were reviewed with staff in Spring 2026, then again in the fall (to include SBA data). The data showed widening opportunity gaps for students with disabilities in academic achievement and a decrease in students' sense of belonging for that subgroup.

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 BTMS overall over the past two years. Progress has been steady in the interim of ELA, but inconsistent in terms of Math as measured by the Smarter Balanced Assessments (SBA). 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. We see an opportunity to reduce the achievement gap between Hispanic/Latino students and the school as a whole, and are intentionally focusing on Students with Disabilities as an area to raise achievement. As a school, we have joined the Inclusive Practices Technical Network, part of a cohort of schools organized by OSPI. We hope our school continues its goal of reducing the gap between Multilingual Learners (ML) and Non-ML students, and there is room for continued growth.

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 spring and fall. More focused input was given by the Building Leadership Team (BLT) and the BTMS PTSA, with their input on strategies to support student learning. The Associated Student Body (ASB) gives feedback on student belonging goals, and faculty input was gained in that goal area as well. Mid-year disaggregated data are shared with faculty to monitor progress on goals and to fine-tune strategy implementation. To support the SIP goals, as a school, BTMS has joined the Inclusive Practices Technical Assistance Network (IPTN), part of a cohort of schools in the district organized and supported by OSPI. As part of this work, a group of teachers is increasing inclusive teaching practices and including students with disabilities in their general education classes; teachers share what they have learned with the faculty as a whole. Support for this IPTN effort is provided by OSPI, Northwest ESD, and the district Student Learning Department.

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 2024–2025.

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 2026–2027 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 42% to 52%.

(*i-Ready assesses skills through Algebra. Students in geometry have exited the level of support provided by i-Ready, and they are exempt in ESD secondary schools.)

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 2026, January 2027, May 2027).
- Standards-based formative and summative assessments on systems of equation problems at each Math level (Math teachers, ongoing, 2026-2027 school year).

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

From 2024-2025 to 2026-2027, the percentage of students achieving grade-level proficiency on the ELA Smarter Balanced Assessment will increase from 61% to 73%.

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 2026–2027 school year, the percentage of students in grades 7 and 8 demonstrating grade-level proficiency in reading on the i-Ready ELA assessment will increase

from 59% to 69%.

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 in reading as measured by i-Ready assessments, 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: student-led reading goals in ELA classes, read-a-thon library fundraiser.
- 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, discussions, and presentations.
- Staff professional development on specific SIOP components and strategies, specifically Comprehensible Input and Interaction. Professional learning on these topics is led by building administrators and district Multilingual Learner staff.
- Staff collaborate with the building Reading Specialist to identify students who need ongoing support during core instruction.

Team or person responsible

- All ELA and Advisory teachers.
- Multilingual Learning Department teachers, 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 2026, January, and June 2027)
- Fall and Spring WIDA assessment (Schoolwide, September 2026 and June 2027)
- Spring ELA Smarter Balanced Assessment (Schoolwide, May 2027)
- Walkthrough and observational tool data (Administrators, all quarters)

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

From 2024–2025 to 2026–2027, the percentage of students reporting a positive sense of belonging will increase from 70% to 80%, as measured annually by the Student Survey of Perceptions.

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)

From June 2026 to June 2027, the percentage of BTMS students attending school regularly will increase from 76% to 80%, as measured by school attendance records.

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 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
- Student-led goal setting with advisors

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 Advisory Council Equity Team determines the scope and sequence to best meet the needs of BTMS students.

- Student connections reinforce that every student's growth matters. Students can use their own i-Ready data and grades in classes to guide meaningful conversations with advisors about goal setting and how to make positive progress. 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 self-efficacy and executive functioning skills.

Team or person responsible

All BTMS staff

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)

- 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.
- Collected by WEB Advisors, Administrators, Advisory teachers

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

Name	Role
Tulani Freeman	Principal
Ron Stiell-Williams	Assistant Principal

Name	Role
Building Leadership Team Instructional Council / Department Chairs BTMS Staff BTMS PTSA	Esther Szarek (teacher), Jocelyn O'Donnell (teacher), Shyla Dunaway (teacher), Karen Kasprzyk (teacher librarian), James Sullivan (teacher)

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year SIP Reflect/Revise_2026-27
- End of year SIP Reflect/Revise_2026-27