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 Elementary

**Current School Year** 2026-2027

## 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, experiences 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 to meet our goal.

School Demographics: (last years)

| Group | Number of Students | % of Students | Group | Number of Students | % of Students |
|---|---|---|---|---|---|
| Enrollment (October) | 394 | 100% | Two or More Races | 40 | 10.2% |
| American Indian/Alaskan Native | 0 | 0% | English Language Learners | 19 | 4.8% |
| Asian | 45 | 11.4% | Homeless/ McKinney-Vento | 3 | .01% |
| Black/African American | 19 | 4.8% | Low Income | 95 | 24.1% |
| Hispanic/Latino | 38 | 9.6% | Section 504 | 17 | 4.3% |
| Native Hawaiian/Other Pacific Islander | 1 | 0.3% | Students with Disabilities | 76 | 19.3% |
| White | 251 | 63.7% | Student Mobility | 7 | 1.8% |

# 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
- ☐ 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
- [ ] WCAS and/or WA-AIM
- [x] State student growth
- [ ] Grade level on-track indicators
- [ ] Acadience
- [x] Classroom observation tool
- [ ] Other

Elementary

- [ ] State WaKIDS
- [x] i-Ready reading
- [x] 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?

As a team, we looked at various data points from Spring 2026 and from Fall 2026. Some things that stood out:

- 90.7% attendance rate (up from 86% the previous year)
- Academic data:
    a. WSIF trend data shows growth in all but two subgroups this year (White: 8.73 to 8.72 and Students with Disabilities: 5.95 to 4.85).
    b. 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).
        i. 2025-2026 i-Ready literacy data:
            1. Students who are Black/African American, Asian, and Two or More Races did not have the same rate of growth as White students (White: 24%;  Black/African American: 16%; Asian: 25%; Two or More Races: 22%).
            2. Gender:  Female: 23%; Males: 24%
            3. Ethnicity: Not Hispanic/Latino: 24%; Hispanic/Latino: 23%
            4. Multilingual Status: Non-Multilingual Learners: 24%; Multilingual Learners (ML): 42%
            5. Special Education: General Education: 26%; Special Education: 16%

ii. 2025-2026 i-Ready math data:
    1. Students who are Black/African American and who are Asian did not have the same rate of growth as students who are White (white: 38% growth; Black/African American: 22%; Asian: 34%). Students who identify as Two or More Races had a higher rate of growth: 47%
    2. Gender: Female: 41%; Males: 36%
    3. Ethnicity: Not Hispanic/Latino: 39%; Hispanic/Latino: 31%
    4. Multilingual Status: Non-Multilingual Learners: 38%; ML: 63%
    5. Special Education: General Education: 42%; (Special Education): 14%

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

- Student voice and feedback increased, and this was noted in our student interview data and staff input on their practice.
- We are closing gaps.
    - 16% (49 students) started two or more years below on the fall i-Ready data, and in the spring, 6% (23 students) were two or more years below.
    - Our students who are ML in 1st-6th grades made 42% growth compared to 24% growth of our Non-ML students.
    - Our students receiving Special Education:
        - The percentage of students at or above grade level grew from 20% (fall) to 36% (spring).
        - The percentage of students 2 or more grade levels below decreased from 51% (fall) to 38% (spring).

**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?

Based on OSPI student growth and WSIF data as well as our i-Ready and SBA results, we have identified 4 groups of students that we want to closely monitor this year:

- Students with an Individualized Education Plan (IEP)
- Students who are Black
- Students who are low income
- Students who are Two or More Races math focus

**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?

Our leadership teams and whole staff review the data and identify focus areas. A focus area we have has been around student voice and input into their learning. This year will focus on goal setting and reflection. We use the data we collect from our student voice work to shape planning and instruction. The SIP information is shared with families and is available on our school website. In addition, information about our goals is shared at events and PTA meetings. We continue to work to find ways they can be meaningfully engaged 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 spring 2026 through spring 2027, the percentage of students in grades 3-6 who are at or above benchmark on i-Ready Reading will increase from:

3rd grade:  89% (Spring 2026) to 91.7%
4th grade:  59% (Spring 2026) to 60.7%
5th grade:  64% (Spring 2026) to 66%
6th grade:  74% (Spring 2026) to 76.2%

For 2026-2027, the percentage of students in 1-6th grades who receive special education services who are at or above benchmark on fall i-Ready reading will increase from 17% to 38%.  The number of students who are two or more years below will decrease from 44% to 29%.

### *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 student goal setting and reflection, to ensure grade-level access to all students during core instruction, and if we further align and deepen our collaborative structures between grade-level teams and between special education and general education staff, 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**

- Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.
- Implement professional learning communities to deepen our planning, delivery, assessment, and intervention processes.
- Learn about and deepen our implementation of student goal setting and reflection.

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

- Explicit teaching and use of academic vocabulary
- 2x/month professional learning community (PLC) collaboration using protocols
- Professional learning and implementation of processes to support student goal setting and reflection.

**Team or person responsible**

All staff and administrators

### 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)**

- i-Ready assessment data will be collected 3x per year by the classroom teacher
- PLC collaboration notes and data tracking tool will be collected by teachers and administration
- Academic vocabulary: school-wide list; observational data by teachers and administration
- Student goal setting and reflection: professional learning notes, teacher report, student report

## 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 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 2026-2027, the percentage of students in grades 3-6 who are at or above benchmark on i-Ready math will increase from:

3rd grade: 72% (Spring 2026) to 74%

4th grade: 65% (Spring 2026) to 67%

5th grade: 78% (2025) to 80%

6th grade: 77% (2025) to 79%

For 2026-2027, the percentage of students in 1st-6th grade who receive special education services and are at or above benchmark on fall i-Ready math will increase from 6% to 32%. The number of students who are two or more years below will decrease from 47% to 29%.

### *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 student goal setting and reflection, to ensure grade-level access to all students during core instruction, and if we further align and deepen our collaborative structures between grade-level teams and between special education and general education staff, 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**

- Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership.
- Implement professional learning communities to deepen our planning, delivery, assessment, and intervention processes.
- Learn about and deepen our implementation of student goal setting and reflection.

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

- Use of daily routines and quick practices
- 2x/month PLC collaboration using protocols
- Professional learning and implementation of processes to support student goal setting and reflection.

**Team or person responsible**

All staff and administrators

## 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)**

- Observation and written data regarding math routines and daily practices
- i-Ready assessment data will be collected 3x per year by the classroom teacher
- PLC collaboration notes and data tracking tool will be collected by teachers and administration
- Student goal setting and reflection: professional learning notes, teacher report, student report

## 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)*

From spring 2026 through spring 2027, the percentage of students in grades 3-6 who report a favorable sense of belonging will increase from 74% to 89%.

### *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 students' 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, in collaboration with the counselor, SINC, and student advisor, plans to hold planning sessions with a student leadership group to look at student data and provide students with a voice and 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.
- The principal, counselor, SINC, and student advisor will hold planning sessions with a student leadership group to look at student data and provide students with a voice and the opportunity to help implement changes.

**Team or person responsible**

Principal, Counselor, SINC, Student Advisor

### 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)**

- District & BRE student survey data
- Meeting notes and action plans

# 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 | 3/4th grade teacher |
| Charlyn Merkle | Learning Support teacher |
| Donna Kerns | 2nd grade teacher |
| Johnna Stewart | Principal |
| *All staff will view and give input | |
| Students | Students will give input through Student Sense of Belonging surveys, advisory, and individual conferences. |

## 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