



Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) Three-Year Plan

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 also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2022-2023
Our School Name	Brier Elementary

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.

At Brier Elementary, we believe in and work for a positive, supportive, safe school climate that focuses on strong academics and strong social emotional learning. Kindness and compassion for self and others are foundational pillars from which we learn to take risks, set goals, and grow to our fullest. We strive to build strong relationships (student-student, student-staff, staff-families), to have open communication where all voices are valued and listened to, and to challenge each other to be our best selves. It takes all of us, students, family, community and staff working

together, to help all of our students excel. There are many things about our school that we are proud of. Among them is a strong connection with our families and community. We have an active PTA that provides activities and support for our students and staff in various ways including our Art in Action program and our garden club. In addition, BRE participates in community activities such as the Brier Seascare parade and Brier's winter celebration as we want our students to see themselves as part of the larger community. We have a dedicated staff that continually challenges ourselves to learn and adapt our instruction to meet the diverse needs of our students. We are proud to be the Brier Bobcats.

Summary from the 2021-2022 school year:

- According to the Homeroom data: Our 2020-2021 school wide attendance rate was 93.07% (district average 73.36%) with students who are multilingual having 85% rate. In 2021-2022 school wide attendance rate was 82.29% (district average 59.91%) and students who are multilingual had a 64% attendance rate.
- In addition to our Panorama data, we started a student sense of belonging survey with comment sections. This has allowed for greater student voice.
- We reached our targeted literacy goal (75%) and exceeded our targeted math goal.

2022-2023 School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	403	NA	Two or More Races	31	7.69%
American Indian/Alaskan Native	1	.24%	English Language Learners	23	5.7%
Asian	39	9.67%	Homeless/McKinney-Vento	3	.74%
Black/African American	9	2.23%	Low Income	81	20.09%
Hispanic/Latino	38	9.42%	Section 504	9	2.23%
Native Hawaiian/Other Pacific Islander	1	.24%	Students with Disabilities	55	13.64%
White	274	67.99%			

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 Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).
Equity (such as student demographics)	<ul style="list-style-type: none"> <i>We will look at state assessment and district data through an “all students” lens and we will disaggregate by race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, and students with disabilities.</i> <i>Sense of Belonging data through multiple lenses</i>
Engagement (such as school culture and climate)	<ul style="list-style-type: none"> <i>Skyward: Student attendance</i> <i>Panorama student survey data- Sense of Belonging</i> <i>Building Sense of Belonging Survey</i> <i>Staff Sense of Belonging Survey</i>
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> <i>i-Ready Reading and Math data</i> <i>SBA Reading and Math 3rd-6th grade</i> <i>Acadience data K-2</i> <i>Classroom learning walk feedback data</i> <i>Universal Design for Learning instructional practices feedback data</i>

Reflection questions

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

Throughout last school year, our team reviewed our data and based on the review, made adjustments to interventions. To determine steps for the 2022-2023 school year, the building leadership team reviewed the i-Ready reading and math data sets as a whole school and by

disaggregated groups (race, special education and multilingual) in the spring of 2022 and again in the summer. The team also reviewed our student sense of belonging data. From there, we developed a plan for the whole staff to do a data dive based on the disaggregated data when we returned for the 2022-2023 school year. We looked at strengths, areas of opportunity and discussed action steps. We will continue this process throughout the school year.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support, and monitor our SIP?

- Data presented at PTA board and/or general meetings. Exploring more in depth ways that families can support the SIP work beyond attendance and homework support.
- Student Sense of Belonging surveys will continue as will opportunities to meet with the school Principal.
- Staff have and will continue to review and discuss data and intervention steps at various staff meetings.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

Reaching our literacy goal and exceeding our math goal indicates many things are going well instructionally. We will continue our instructional practices that we believe are supporting our growth and we will continue to focus efforts on identifying gap areas and closing these gaps. One piece of this work is our focus on universal design for learning. We are intentionally focusing on lesson planning based on the needs of students in the classroom to ensure engagement, to allow for various access points to the learning and to have multiple ways to represent their learning. We believe these efforts will allow us to continue to refine our instructional practices and increase student learning.

What goals will our school focus on this school year and why?

Based on our data, we will continue focusing on:

- 1) Foundational reading skills, with a specific focus K-4.
- 2) Numbers and Operations base 10 (math), K-6.
- 3) We will utilize our professional learning from last year on engaging in conversations across differences/difficult topics to discuss data and instructional practices as we challenge ourselves to address the learning gaps.
- 4) We will continue to focus efforts on increasing student sense of belonging and increasing student voice in this work.

Our i-Ready reading and math data, shows gaps in identified areas #1 and #2. Staff feedback and observation data inform #3. Panorama and our building Sense of Belonging data focuses on #4.

Section 3. School Improvement Plan (SIP)

This section describes what our staff 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 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1:

Between Spring 2021 - Spring 2024 school-wide reading proficiency will increase 3% each year for the next three years as measured on the Smarter Balanced Assessment (SBA).

Progress monitoring: Between Fall 2022- Spring 2023 school-wide reading proficiency will increase from 75% to 80% as measured by i-Ready Reading Assessment.

Theory of action

If we increase understanding and implementation of K-4 foundational reading skills then our students will show growth in attaining grade level standards.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Increase understanding and implementation of K-4 foundational reading skills.	Principal, all certificated staff and support staff
Strategy 2: Increase collaboration between Learning Support, LAP, and classroom teachers.	Principal, classroom teachers, LAP teacher, Learning Support teachers

How will we know that the strategy is working?

Strategy 1: Data informed small group instruction and district adopted curriculum implemented with alignment.

Strategy 2: Collaboration structure in place and utilized.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Our team will have a data dive in mid January and use the information to shape classroom instruction and intervention.</p>	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • <i>i-Ready</i> • <i>Acadience</i> • <i>Building based assessments</i>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Our team will have a data dive in mid April and use the information to shape classroom instruction and intervention.</p> <p>We will review end of the year data in mid June (if available) or late August and use information to start the 2023 school year.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> • i-Ready reading • Acadience K-2 • Building based assessments • SBA reading • Acadience • WIDA

SIP Goal 2:

Between Spring 2021 - Spring 2024 school-wide math proficiency will increase 3% each year for the next three years as measured on the Smarter Balanced Assessment (SBA).

Progress monitoring: Between Fall 2022- Spring 2023 school-wide math proficiency will increase from 74% to 79% as measured by i-Ready Reading Assessment.

Between Fall of 2021 and Spring of 2024, students in grades K-6 will meet standard in numbers and operations base 10 by increasing 2% each year for the next 3 years as measured by i-Ready math diagnostic assessments.

Theory of action

If we increase our understanding and implementation of numbers base ten in math K-6, then our students will show growth in attaining grade level standards.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Increase understanding and implementation of numbers base ten in math K-6.	Principal, all certificated staff and support staff

How will we know that the strategy is working?		
<p>Strategy 1:</p> <p>Data informed small group instruction and district adopted curriculum implemented with alignment.</p>		
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Our team will have a data dive in mid January and use the information to shape classroom instruction and intervention.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● i-Ready Math ● Classroom based assessments
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Our team will have a data dive in mid April and use the information to shape classroom instruction and intervention.</p> <p>We will review end of the year data in mid June (if available) or late August and use information to start the 2023 school year.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● i-Ready Math ● Classroom based assessments ● SBA Math

SIP Goal 3:

If our staff intentionally focuses on student and staff sense of belonging, we will continue building a strong school climate where every student feels safe, valued, seen and heard. By having a strong sense of belonging and strong school culture, we create an environment where students can maximize their learning, which in turn, closes opportunity gaps.

Theory of action

If we measure student and staff sense of belonging, and take action based on feedback, we will create a climate where students and staff feel safe, valued, seen and heard. By having a strong sense of belonging and safety, we create an environment where students and staff maximize their learning and we close the opportunity gap.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: We will collect and analyze Panorama Sense of Belonging data and take action steps based on this data.	Teachers in grades 3-6; Principal, School Psychologists, Student Intervention Coordinator
Strategy 2: We will collect and analyze our building's Student Sense of Belonging survey, including comment sections, monthly when there is not Panorama, and take action steps based on this data. There will also be a process for students to meet with the Principal to discuss feedback and ideas.	Teachers in grades 2-6; Principal, School Psychologists, Student Intervention Coordinator
Strategy 3: A Staff Sense of Belonging survey, including comment sections, will be given at minimum three times throughout the year and analyzed to determine action steps.	All staff

How will we know that the strategy is working?

Strategy 1: Surveys are administered, data is analyzed and action steps are recorded.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>We will collect and analyze our building's Student Sense of Belonging survey, including comment sections, monthly when there is not Panorama, and take action steps based on this data. There will also be a process for students to meet with the Principal to discuss feedback and ideas.</p> <p>A Staff Sense of Belonging survey, including comment sections, will be given at minimum three times throughout the year and analyzed to determine action steps.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> • Building Sense of Belonging Survey • Panorama • Building Staff Sense of Belonging Survey
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>We will collect and analyze our final building's Student Sense of Belonging survey.</p> <p>We will collect and analyze our final building's Staff Sense of Belonging survey.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> • Building Sense of Belonging survey data • Panorama data • Building Staff Sense of Belonging survey data

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Amy Thompson	3rd grade teacher
Charlyn Merkle	1st grade teacher
Jessica Norenberg	Librarian
Karolyn Julius	3rd grade teacher
Sara Skibba	2nd grade teacher
Shannon Gonsalves	5th grade teacher
Johnna Stewart	Principal

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)