Spruce 2021-22 School Improvement Plan Final Grades K-6 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	2021/22
Our School Name	Spruce Elementary School

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 (500 words or less, including a table of student demographics). Other data can be added if desired.

Spruce Elementary School is a beautiful community of learners, their families and our staff who care deeply about each student's success and care for this place as a beacon of the community. With a continued focus on our positive school climate and promoting the belonging that we should feel here at school, we are digging deep into our connections and relationships with each other where each student's learning is at the center of the work we accomplish together. With over 40 different languages spoken in the homes of our Spruce Dragons, we celebrate our school family and the diversity that we share. We are excited to be housed at Former Alderwood Middle School during this year of construction as the New Spruce Elementary School takes shape and look forward to the day that we can move into our new spaces. Until that time, we continue to work to recover from the unforeseen impacts of a global pandemic and remote learning.

Now, more than ever, we work daily to create the spaces for students to come to us as they are, to learn and actively know our students, to know what they need both academically and socially and to provide high leverage instruction in reading and math that will have positive impacts on their learning and their success even as they learn anew what school looks, sounds, and feels like during this challenging time in our history. As a staff, we have a multi-year history of intentional, differentiated instruction especially in K-3 classrooms with push-in interventions implemented by both classroom teachers and our intervention staff. We work to schedule our day so that literacy blocks are the priority where each student, to the best extent possible, is present for the reading and writing mini-lesson. We know that with intentionally implemented structures and strategies, our Spruce Dragons will make learning growth and show that they are scholars!

Group	# of Students	% of Students	Group	# of Students	% of Students
Enrollment	493	NA	Two or More Races	54	11.0%
American Indian/Alaskan Native	2	0.4%	English Language Learners	174	35.3%
Asian	77	15.6%	Homeless/ McKinney- Vento	4	0.8%
Black/African American	65	13.2%	Low Income	244	49.5%
Hispanic/Latino	148	30.0%	Section 504	9	1.8%
Native Hawaiian/Other Pacific Islander	7	1.4%	Students with Disabilities	59	12%
White	140	29.31%	Student Mobility	10	2.0%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃ Vision)	The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.
Our Mission	**With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.** At Spruce, we are compassionate citizens. We are responsible and respectful even when it's not easy, even when no one is looking. We have the courage to work for the common good. We are Spruce!

Data and Stakeholder Engagement Summary

E₃ Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below. *Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.*

Below, see growth reporting based on 2020/21 School Improvement Goals and grounded in TCRR and iReady Reading Data.

Goal	Total # of Students	10% #	# of students reached gr lvl on spring assessment	% of students reached gr lvl on spring assessment	# of students made growth	% of students made growth
Student Growth Goal: @ least 10% of K-2nd students who scored below gr lvl on TCRR fall (acadiance for K students) would reach gr lvl on spring assessment	116 students meeting this criteria	12 of 116 students	19 of 116 students	16%	102 of 116 students	88%
Opportunity Gap Goal: 10% of K-2nd students qualifying for EL services who scored below gr lvl on TCRR fall (acadiance for K students) would reach gr lvl on spring assessment	49 students meeting this criteria	5 of 49 students	3 of 49 students	6.00%	39 of 49 students	80%
Student Growth Goal: @ least 10% of 3rd-6th students who scored below gr lvl on fall iReady reading would reach gr lvl on spring assessment	163 students meeting this criteria	16 of 163 students	23 of 163 students	14%	131 of 163 students	80%
Opportunity Gap Goal: 10% of 3rd-6th students qualifying for EL services who scored below gr lvl on fall iReady reading would reach gr lvl on spring assessment	68 students meeting this criteria	7 of 68 students	6 of 68 students 10 of 68 students *	9% 15% *	51 of 68 students	75%

Equity (such as student demographics)	*Staff diversity 16.7 % of staff are people of color Data Source: OSPI 19/20 Data on OSPI Report Card* *85% of Spruce Staff engaged in Professional Learning around issues of race and equity during the 2020/21 school year. Data Source: Professional Learning Rosters* *78% of Teachers have received SIOP within the last 10 years Data Source: 2020 Staff Survey of EL Practices*
Engagement (such as school culture and climate)	*94.4% of Students have regular attendance Data Source: OSPI 19/20 Data on OSPI Report Card* *1.3% Exclusionary Discipline Rate Data Source: OSPI 19/20 Data on OSPI Report Card(OSPI 19/20 Data on OSPI Report Card)* *3 students 1 day or less of exclusion* *5 students 2-3 days of exclusion* *83.3% of Spruce staff believe that Social-Emotional Learning and Character Education are important to our school climate and to the learning of our students with 100% of Spruce certificated teachers are focused on SEL. Data Source: Staff Q'aire, 2019; Expectations Fall Review 2020 conducted during Beginning of Year Conferences* *92.3% of Spruce certificated classroom teachers conduct regular Morning Meetings. (Expectations Fall Review 2020 conducted during Beginning of Year Conferences)*

Instructional Excellence (and student learning)	• *46 Teachers; 56.5% have Master's Degree or Higher; 10.6 Average Years of Experience*
	• *50% of kindergarten students met all 6 domains of kindergarten readiness (OSPI 19/20 Data on OSPI Report Card)*
	• *45.39% of 3rd-6th Spruce students achieved standard on Spring 2018/19 SBA ELA with 30% of our students who identify as Native Hawaiian/Other Pacific Islander and 33.67% of students who identify as HIspanic/Latino achieving standard.*
	    ○ *12.34% of Multilingual Learners achieved standard on the same assessment*
	    ○ *39.90% of students on Free and Reduced lunch achieved standard on the same assessment.*
	    ○ *10% or our students who qualify for Special Education achieved standard on the same assessment.*
	• *36.64% of 3rd-6th Spruce students achieved standard on Spring 2018/19 SBA Math with 19.6% of our students who identify as Hispanic/Latino achieving standard.*
	    ○ *17.77% of Multilingual Learners achieved standard on the same assessment*
	    ○ *30.98% of students on Free and Reduced lunch achieved standard on the same assessment.*
	    ○ *7.5% of students who qualify for Special Education achieved standard on the same assessment.*
	
	2021-2022 Baseline Data for K-6 Reading and Math
	• Teachers College Running Records K-2- 33.3% of K-2 Spruce students met or exceeded standard in Spring of 2021
	• Teachers College Running Records 3-6- 27.3% of 3rd-6th Spruce students met or exceeded standard in Spring of 2021
	• iReady Reading 1-6 Spring 2021: 39.6% scored Early On or Mid grade level.
	• iReady Math 1-6 Spring 2021: 31.5% scored Early On or Mid Grade level.
	• iReady Reading Fall 2021 in progress currently 24.2% of 1st-6th Spruce students scored Early On, Mid or Above grade level (91/375)
	• iReady Math Fall 2021 in progress currently 9.3% of 1st-6th Spruce students scored Early On, Mid or Above grade level (36/387)
	• WaKIDS Literacy Fall 2021
	    ○ 16a. Identifies and Names Letters- L4@16.9%; L3@36.6%
	    ○ 16b. Identifies Letter-Sound Correspondences- L4@8.45%; L3@29.6%
	• WaKIDS Math Fall 2021
	    ○ 20a. Counts- L4@8.45%; L3@2.82%
	    ○ 21a. Counts with 1-to-1 Correspondence- L4@57.75%; L3@11.27%

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?
Based on the data summary above, it is clear that the teachers and staff at Spruce are committed to the work of creating a safe community of learners who feel that they belong. They bring expertise to the classroom that is focused on building the classroom community through morning meetings, social emotional learning, character education and a unified focus on our school expectations and agreements. This is work that will be continued as we believe that it is foundational to creating access for all students to academic experiences that are rich and that create learning for our students.

Based on the data summary above, it is evident that we have gains to make in the areas of Reading and Math. Approximately 60% of Spruce students scored at least one year behind in Reading in the Spring of 2021 with that number at approximately 89% today (with scores still coming in). Approximately 74% of students scored at least one year behind in Math in the Spring of 2021 with that number at approximately 89% today. This means that there is significant work to be done.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?
The teachers at Spruce actively collect the student learning data that informs the School Improvement Plan. Our Spruce Leadership Team, over the course of the last 3 years, has done deep work in analyzing the data to get us to our reading goal. This group is actively engaged in determining our direction and providing input and feedback to our collective decisions around goal setting and focus on instructional strategies. Throughout the course of each year, families have an opportunity to provide feedback to this work through Coffee & Cookies with the Principal. Further, our Spruce Equity Team also has opportunities to provide feedback and direction. Our teams will monitor our progress throughout the year.

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?
The data shows that there are significant gaps in student learning. What we also see is that over time, from the Spring of 2020 to today, the Fall of 2021, these gaps span a wider range with the impacts of the pandemic and prolonged remote learning as the leading factor.
What are the goals that our school will focus on this school year and why?
Spruce will be focusing on 3 goals for the coming school year. Our staff and students will be working on building our skills in reading and math. We will also work on reconnecting to school, rebuilding our community of learners and working on our skills to be part of a student body that feels that they belong.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

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.

SIP Goal 1:

Between Fall of 2021 and Spring of 2022, students in grades 1-6 will improve their reading skills (comprehension, fluency and accuracy) to read at grade level increasing from 24.2% to ≥29.2% meeting grade level standard as measured by iReady Reading and Teachers College Running Records. Students who qualify for multilingual education will improve their reading skills from 14.5% meeting grade level standard to ≥19.5% using the same measures.

Theory of action *(Please use "If and then" statements to explain how your strategy or strategies will achieve this goal)*
If we provide consistent and aligned implementation of guaranteed and viable core reading curriculum for *all* students and comprehensible input where teachers provide students with teacher talk and modeling that is appropriate to student proficiency levels (SIOP Strategy) then Spruce readers will grow in their ability to read.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: *Consistency, alignment, and implementation of guaranteed and viable core reading curriculum (TC Units of Study).*	Principal, SP Leadership Team, Classroom Teacher, Title/LAP and Resource Specialists
Strategy 2: *SIOP: Comprehensible Input* *Examples of language accommodation techniques include teacher talk that is appropriate to student proficiency levels; restatement; paraphrasing; repetition; written records of key points; and previews and reviews of important information. Additional techniques include* *demonstrations and modeling of tasks,processes, and routines;*	Principal, SP Leadership Team, Classroom Teacher, Title/LAP and Resource Specialists

How will we know that the strategy is working?
Strategy 1: Growth in student data will be evident as well as systems/structures during core reading instruction that demonstrates the use of the adopted curriculum as an instructional strategy.
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*

30-day plan	**What does this look like in action?** ● Assess students in reading ● Provide PD regarding implementation of core reading instruction and foundation literacy components and workshop/1:1 ● Provide I-Ready PD ● Review and align intervention support	**What evidence/data will we review?** ● TC Running Records ● WaKids ● I-Ready ● Acadience

60-day plan	**What does this look like in action?** ● Small group instruction in TIER I (classroom) and TIER II (Title/LAP, SpEd) ● Continue to review student reading in data teams (grade level)	**What evidence or data will we review?** ● SBA ● TC Running Records ● I-Ready
90-day plan	**What does this look like in action?** ● Continue focus on components of the workshop model and differentiate small groups and one on one conferring based on student data ● Plan for course corrections and adjustments in PD plan	**What evidence or data will we review?** ● TC Running Records ● I-Ready ● Classroom-based assessments

Please complete the mid- and end-of-year reflect and revise summary using this link.

📄 *SIP Reflect and Revise Summary*

How will we know that the strategy is working?		
Strategy 2: Growth in student data will be evident as well as systems/structures during core reading instruction that demonstrates the use of comprehensible input as an instructional strategy.		
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*		
30-day plan	**What does this look like in action?** ● Assess students in reading ● Provide PD regarding implementation of SIOP strategy-Comprehensible Input ● Provide I-Ready PD ● Review and align intervention support	**What evidence/data will we review?** ● TC Running Records ● WaKids ● I-Ready ● Acadience
60-day plan	**What does this look like in action?** ● Small group instruction in TIER I (classroom) and TIER II (Title/LAP, SpEd) ● Continue to review student reading in data teams (grade level)	**What evidence or data will we review?** ● SBA ● TC Running Records ● I-Ready

	● Conduct learning walks aligned to SIOP strategy	
90-day plan	**What does this look like in action?** ● Continue focus on components of the workshop model and differentiate small groups and one on one conferring based on student data ● Conduct learning walks aligned to SIOP strategy ● Plan for course corrections and adjustments in PD plan	**What evidence or data will we review?** ● TC Running Records ● I-Ready ● Classroom-based assessments

---

SIP Goal 2:

Between Fall of 2021 and Spring of 2022, students in grades 1-6 will be able to achieve at grade level standard in math increasing from 9.3% to ≥14.3% meeting standard in math number sense (Number & Operations Base Ten K-5, The Number System 6th) as measured by adopted curriculum pre/post unit tests and iReady Math assessments.

Theory of action (Please use "If and then" statements to explain how your strategy or strategies will achieve this goal)

If we provide *all* students with intentionally-planned opportunities to use math models (CCSS.MATH.PRACTICE.MP4) and explain their math thinking by constructing viable arguments and critiquing the reasoning of others (CCSS.MATH.PRACTICE.MP3) then our Spruce mathematicians will grow in their ability to do math (Number & Operations Base Ten (K-5, The Number System 6th).

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: CCSS.MATH.PRACTICE.MP4 Model with Mathematics	Principal, SP Leadership Team, Classroom Teachers
Strategy 2: CCSS.MATH.PRACTICE. MP3 Construct viable arguments and critique the reasoning of others.	Principal, SP Leadership Team, Classroom Teachers

How will we know that the strategy is working?		
Strategy 1: Growth in student data will be evident as well as systems/structures during core math instruction that demonstrates use of math modeling.		
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*		
30-day plan	**What does this look like in action?** ● I-Ready and curriculum based assessments in core math ● Identify key essential common core state standards per grade level ● Review and understand core math curriculum and implement fidelity to scope and sequence- Grade Level Curriculum Maps	**What evidence or data will we review?** ● I-Ready ● Curriculum and classroom-based assessments
60-day plan	**What does this look like in action?** ● Use assessment data to differentiate core math instruction ● Provide I-Ready data analysis PD to inform instruction ● Administer SBA ● Review student math assessments ● Check in on curriculum maps related to instructional pacing ● Conduct learning walks aligned to math practices	**What evidence or data will we review?** ● I-Ready ● Curriculum and classroom-based instruction
90-day plan	**What does this look like in action?** ● Review SBA data ● Systems and structures in place for unit planning and data review/analysis to inform instruction (small groups) ● Review student math assessments ● Check in on curriculum maps related to instructional pacing. ● Conduct learning walks aligned to math practices ● Course corrections planned where needed	**What evidence or data will we review?** ● SBA ● I-Ready ● Curriculum and classroom-based assessments

How will we know that the strategy is working?
Strategy 2: Growth in student data will be evident as well as systems/structures during core math instruction that demonstrates students in constructing viable arguments and having opportunities to share their thinking and critique the reasoning of others.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*

30-day plan	**What does this look like in action?** ● I-Ready and curriculum based assessments in core math ● Identify key essential common core state standards per grade level ● Review and understand core math curriculum and implement fidelity to scope and sequence- Grade Level Curriculum Maps	**What evidence or data will we review?** ● I-Ready ● Curriculum and classroom-based assessments
60-day plan	**What does this look like in action?** ● Use assessment data to differentiate core math instruction ● Provide I-Ready data analysis PD to inform instruction ● Administer SBA ● Review student math assessments ● Check in on curriculum maps related to instructional pacing. ● Conduct learning walks aligned to math practices	**What evidence or data will we review?** ● I-Ready ● Curriculum and classroom-based instruction
90-day plan	**What does this look like in action?** ● Review SBA data ● Systems and structures in place for unit planning and data review/analysis to inform instruction (small groups) ● Review student math assessments	**What evidence or data will we review?** ● SBA ● I-Ready

	● Check in on curriculum maps related to instructional pacing. ● Conduct learning walks aligned to math practices ● Course corrections planned where needed	● Curriculum and classroom-based assessments

---

SIP Goal 3:

Between Fall of 2021 and Spring of 2022, the 3rd-6th grade students at Spruce Elementary School will show growth in their sense of belonging and connection through supportive relationships from 60% in the Fall of 2021 to 65% in the Spring of 2022 as measured by tri-yearly Panorama survey data (data points in Supportive Relationships), teacher anecdotal data and tri-yearly parent focus groups.

Theory of action *(Please use "If and then" statements to explain how your strategy or strategies* will achieve this goal)

If we share a schoolwide focus on belonging through regular professional development and the systemwide use of Morning Meeting focused on developing supportive relationships then students will grow in their connectedness to each other and in this school community.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: *Morning Meeting for all classrooms focused on SEL and Belonging.*	Principal, classroom teachers

---

How will we know that the strategy is working?

Strategy 1: Growth in student data will be evident as well as systems/structures during the start/end of each school that demonstrates students engaging in social and emotional learning through Morning Meetings.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*

30-day plan	**What does this look like in action?** ● Review Panorama and other school-based social emotional data ● Student support teams wrap around supports with certificated staff. ● PD/alignment to schoolwide focus on Belonging. ● Ongoing staff conversations around the HOW and the WHAT in Morning Meetings ● Develop and collect teacher perceptual data tool for implementation 3 times per year. Fall	**What evidence or data will we review?** ● Panorama ● SWIS Reports ● Teacher Perceptual Data
60-day plan	**What does this look like in action?** ● Student support teams wrap around supports with certificated staff. ● PD/alignment to schoolwide focus on Belonging. ● Ongoing staff conversations around the HOW and the WHAT in Morning Meetings	**What evidence or data will we review?** ● Panorama ● SWIS Reports
90-day plan	**What does this look like in action?** ● Review Panorama and other school-based social emotional data ● Student support teams wrap around supports with certificated staff. ● PD/alignment to schoolwide focus on Belonging. ● Ongoing staff conversations around the HOW and the WHAT in Morning Meetings ● Collect teacher perceptual data tool for implementation 3 times per year. Winter	**What evidence or data will we review?** ● Panorama ● SWIS Reports ● Teacher Perceptual Data

Please complete the mid- and end-of-year reflect and revise summary using this link.

📄 *SIP Reflect and Revise Summary*

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

Name:	Role:
Emily Moore	Principal
Kathleen Bau	Intervention Support Staff
Stephanie Schindele	Kindergarten Teacher
Kelly Gross	1st Grade Teacher
Sun Sorrell	2nd Grade Teacher
Rochelle Tabladillo	3rd Grade Teacher
Sheila Williams	4th Grade Teacher
Greg Troyer	5th Grade Teacher
Jen Wade	6th Grade Teacher
Denise Berdahl	Paraeducator
Christine Oakshott	Teacher- Multilingual Learning
Annie Rueda-Brown	Psychologist/Counselor
Anna McCue	Title/LAP Teacher
Krysten Rouse	Spruce Parent Consultant
Kristin Baxter	Spruce Parent Consultant

Links to supporting documents
- [Reflect and revise plan (progress monitoring plan)](#)
- Strategic plan
- Teacher Perceptual Data Tool (under construction)
- Spruce PD Calendar (under construction)
- Learning Walk Data Tool (under construction)