



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 every student experiences belonging and is 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	2023-2024
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.

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. 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	630	NA	Two or More Races	47	7.5%
American Indian/Alaskan Native	2	0.03%	Multilingual Learners	268	43%
Asian	72	11.5%	Homeless/ McKinney- Vento	7	1%
Black/African American	84	13.4%	Low Income	379	61%
Hispanic/Latinx	212	34%	Section 504	8	1.2%
Native Hawaiian/Other Pacific Islander	7	1%	Students with Disabilities	72	11.6%
White	198	32%	Student Mobility	20% new today not counting K	

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	Equity, engagement, and excellence for each and every student.
Our Mission	<p>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.</p> <p>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!</p>

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)	<div><input checked="" type="checkbox"/></div> <div><p>All state assessment and district data for students overall and disaggregated by race, ethnicity, ML/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</p><p>Spruce Elementary SBA/WCAS:</p><p>All Students</p><table><thead><tr><th></th><th colspan="3">General (SBA and WCAS)</th><th colspan="2">Alternate (WA-AIM)</th></tr><tr><th></th><th>ELA</th><th>Math</th><th>Science</th><th>ELA</th><th>Math</th></tr></thead><tbody><tr><td>All Students</td><td>45.0%</td><td>40.2%</td><td>41.7%</td><td>N<10</td><td>N<10</td></tr></tbody></table><p>Spruce Elementary SBA/WCAS by Ethnicity:</p><p>Ethnicity</p><table><thead><tr><th></th><th colspan="3">General (SBA and WCAS)</th><th colspan="2">Alternate (WA-AIM)</th></tr><tr><th></th><th>ELA</th><th>Math</th><th>Science</th><th>ELA</th><th>Math</th></tr></thead><tbody><tr><td>American Indian/ Alaska..</td><td>N<10</td><td>N<10</td><td>N<10</td><td></td><td></td></tr><tr><td>Asian</td><td>64.1%</td><td>61.5%</td><td>N<10</td><td></td><td></td></tr><tr><td>Black/ African American</td><td>48.1%</td><td>36.5%</td><td>60.0%</td><td></td><td></td></tr><tr><td>Hispanic/ Latino of any ..</td><td>39.1%</td><td>38.0%</td><td>43.8%</td><td></td><td></td></tr><tr><td>Native Hawaiian/ Other..</td><td>N<10</td><td>N<10</td><td>N<10</td><td></td><td></td></tr><tr><td>TwoorMoreRaces</td><td>50.0%</td><td>58.3%</td><td>N<10</td><td>N<10</td><td>N<10</td></tr><tr><td>White</td><td>39.1%</td><td>34.5%</td><td>28.6%</td><td></td><td></td></tr></tbody></table><p>Spruce Elementary SBA/WCAS by Programs and Characteristics:</p><p>Programs and Characteristics</p><table><thead><tr><th></th><th colspan="3">General (SBA and WCAS)</th><th colspan="2">Alternate (WA-AIM)</th></tr><tr><th></th><th>ELA</th><th>Math</th><th>Science</th><th>ELA</th><th>Math</th></tr></thead><tbody><tr><td>English Language Learn..</td><td>20.9%</td><td>25.5%</td><td>22.7%</td><td>N<10</td><td>N<10</td></tr><tr><td>Non-English Language ..</td><td>59.7%</td><td>49.2%</td><td>52.6%</td><td></td><td></td></tr><tr><td>Low-Income</td><td>40.9%</td><td>35.5%</td><td>42.1%</td><td></td><td></td></tr><tr><td>Non-Low Income</td><td>52.4%</td><td>48.6%</td><td>40.9%</td><td>N<10</td><td>N<10</td></tr><tr><td>Foster Care</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Non-Foster Care</td><td>45.0%</td><td>40.2%</td><td>41.7%</td><td>N<10</td><td>N<10</td></tr><tr><td>Migrant</td><td>N<10</td><td>N<10</td><td></td><td></td><td></td></tr><tr><td>Non Migrant</td><td>45.2%</td><td>40.3%</td><td>41.7%</td><td>N<10</td><td>N<10</td></tr><tr><td>Military Parent</td><td>N<10</td><td>N<10</td><td></td><td></td><td></td></tr><tr><td>Non Military Parent</td><td>44.4%</td><td>39.6%</td><td>41.7%</td><td>N<10</td><td>N<10</td></tr><tr><td>Students with Disabilities</td><td>36.6%</td><td>22.0%</td><td>N<10</td><td>N<10</td><td>N<10</td></tr><tr><td>Students without Disabi..</td><td>46.4%</td><td>43.2%</td><td>40.4%</td><td></td><td></td></tr><tr><td>Homeless</td><td>N<10</td><td>N<10</td><td></td><td></td><td></td></tr><tr><td>Non-Homeless</td><td>45.6%</td><td>41.1%</td><td>41.7%</td><td>N<10</td><td>N<10</td></tr><tr><td>Section 504</td><td>N<10</td><td>N<10</td><td>N<10</td><td></td><td></td></tr><tr><td>Non Section 504</td><td>44.8%</td><td>40.2%</td><td>41.4%</td><td>N<10</td><td>N<10</td></tr></tbody></table><p>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</p><ul style="list-style-type: none">80.22% of students have regular attendance based on Homeroom attendance data so far this school year.</div>		General (SBA and WCAS)			Alternate (WA-AIM)			ELA	Math	Science	ELA	Math	All Students	45.0%	40.2%	41.7%	N<10	N<10		General (SBA and WCAS)			Alternate (WA-AIM)			ELA	Math	Science	ELA	Math	American Indian/ Alaska..	N<10	N<10	N<10			Asian	64.1%	61.5%	N<10			Black/ African American	48.1%	36.5%	60.0%			Hispanic/ Latino of any ..	39.1%	38.0%	43.8%			Native Hawaiian/ Other..	N<10	N<10	N<10			TwoorMoreRaces	50.0%	58.3%	N<10	N<10	N<10	White	39.1%	34.5%	28.6%				General (SBA and WCAS)			Alternate (WA-AIM)			ELA	Math	Science	ELA	Math	English Language Learn..	20.9%	25.5%	22.7%	N<10	N<10	Non-English Language ..	59.7%	49.2%	52.6%			Low-Income	40.9%	35.5%	42.1%			Non-Low Income	52.4%	48.6%	40.9%	N<10	N<10	Foster Care						Non-Foster Care	45.0%	40.2%	41.7%	N<10	N<10	Migrant	N<10	N<10				Non Migrant	45.2%	40.3%	41.7%	N<10	N<10	Military Parent	N<10	N<10				Non Military Parent	44.4%	39.6%	41.7%	N<10	N<10	Students with Disabilities	36.6%	22.0%	N<10	N<10	N<10	Students without Disabi..	46.4%	43.2%	40.4%			Homeless	N<10	N<10				Non-Homeless	45.6%	41.1%	41.7%	N<10	N<10	Section 504	N<10	N<10	N<10			Non Section 504	44.8%	40.2%	41.4%	N<10	N<10
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		<p>Staff diversity</p> <ul style="list-style-type: none"> • Staff diversity 21% of staff are people of color based on our Spruce Staff Roster • We have 5 staff members fluent in Spanish • We have 4 staff members actively learning Spanish • 12.1% Average Years of Experience for Certificated Staff <p>Staff professional development topics, and staff who attended</p> <ul style="list-style-type: none"> • 100% of staff are engaging in professional learning in Equity through guest speaker visits, Teaching for Multilingual Learners, SIOP Comprehensible Input for differentiation in the classroom and more. • 78% of Teachers have received SIOP within the last 10 years • We have 3.5 FTE allocated for teachers in the Multilingual Learner program. • We have 2.0 FTE allocated for teachers teaching in the Dual Language Program. <p>Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results</p> <ul style="list-style-type: none"> • Spruce PTO
<p>Engagement (such as school culture and climate)</p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p>Skyward: Student attendance (percent regular attenders),</p> <p>Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?))</p> <ul style="list-style-type: none"> • In 2021/22 In the 2021-22 school year, 50.0% of the 4 students in Spruce Elementary that received a Short-Term Suspension, Long-Term Suspension, Emergency Expulsion, or Expulsion for a discipline related incident received an exclusion of 1 Day or Less. In the 2021-22 school year, 50.0% of the 4 students in Spruce Elementary that received a Short-Term Suspension, Long-Term Suspension, Emergency Expulsion, or Expulsion for a discipline related incident received an exclusion of 2-3 Days. <p>Panorama student survey data</p> <ul style="list-style-type: none"> • In the Spring of 2023, 69% of 3rd-5th Grade students felt there was a strong social connection between teachers and students within and beyond the classroom. While 58% of 6th Grade students felt there was a strong connection between teachers and students within and beyond the classroom. • In the Spring of 2023, 63% of 3rd-5th Grade students felt that they are valued members of the school community. While 45% of 6th Grade students felt that they are valued members of the school community. <p>Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other</p> <ul style="list-style-type: none"> • Spruce Student Council <p>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</p>

Instructional Excellence (and student learning)

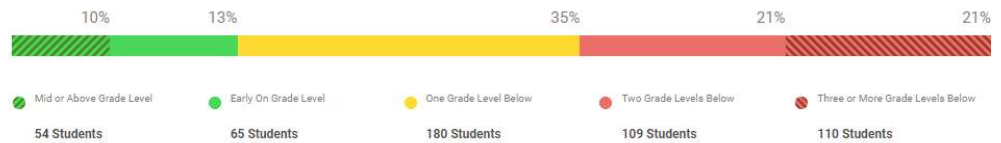


Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)

Below, see Fall i-Ready Reading reporting based on 2023/24 School Improvement Goals:

Overall Placement

Students Assessed/Total: 518/620



[The Mapping Between 5-Level and 3-Level Placements](#)

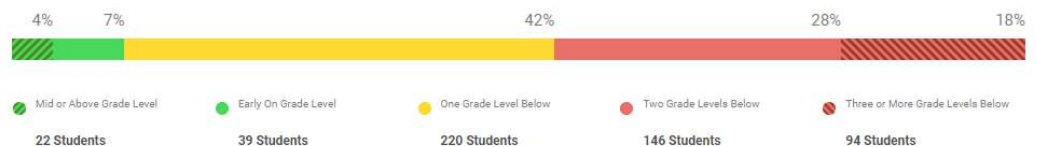
Below, see Fall i-Ready Math reporting based on 2023/24 School Improvement Goals for students who are English Learners:

Switch Table View		Placement Summary				
Choose to Show Results By		English Learner				
All		Overall Grade-Level Placement				
		Showing 2 of 2				
Yes - English Learner						
No - English Learner						

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Overall Placement

Students Assessed/Total: 521/625

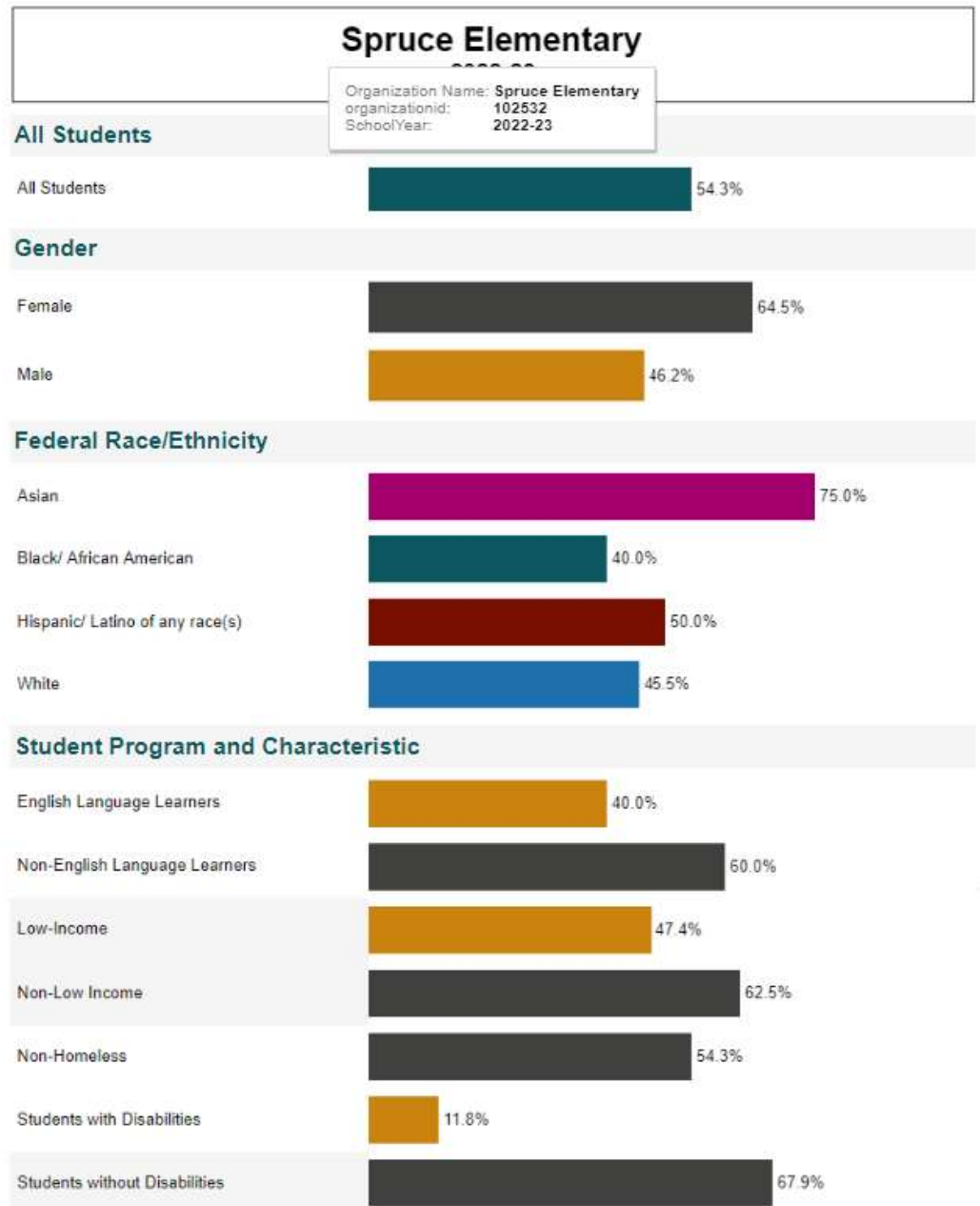


[The Mapping Between 5-Level and 3-Level Placements](#)

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Switch Table View		Placement Summary				
Choose to Show Results By		English Learner				
All		Overall Grade-Level Placement				
		Showing 2 of 2				
Yes - English Learner						
No - English Learner						

OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)
Spruce Elementary % of Students who entered K-ready in all 6 Areas:



OSPI high school graduation rates, drop-out rates

Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.

Please list other data sources used by your school to develop the SIP e.g., other formative assessments

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. Our staff is fully engaged in work to develop instructional practice in teaching and learning and strategies to support language learners in the classroom. This work is happening through the partnership with our ML teachers and professional learning in SIOP. We are now a dual language school with two Spanish-strand Kindergarten classrooms. We are excited as we celebrate our students' learning.

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 and analyze 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. Our Student Advisory Team provides input and feedback for this plan and implements student activities that promote progress toward are goals (Goal 3). Throughout the course of each year, families have an opportunity to provide feedback to this work through parent focus groups and regular school improvement updates with our Parent Teacher Organization. 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 while there continue to be gaps in learning, we are making slow, but steady growth towards learning at standard. We focus on the analysis of the data so that we are targeting instruction directly to our learners. There is significant work happening toward design and redesign of instruction to meet learners' needs. This redesign includes constant recalibration of the adopted curriculum with many of our learners who are 1 year or more below standard. As a school team, we are more unified than ever in collaborating at grade levels to create rich, high-leverage-for-learning experiences for our students.

What goals will our school 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. More specifically, our 6th grade students will be working intensively on the social and emotional wellbeing of each student.

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 2023 and Spring of 2024, students in grades 1-6 will improve their reading skills to read at grade level increasing from 23% to $\geq 33\%$ early on grade level standard or above as measured by i-Ready Reading. Students who qualify for multilingual education will improve their reading skills from 8% meeting grade level standard to $\geq 18\%$ using the same measures.

Theory of action

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: 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 comprehensible input as an instructional strategy.

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> <ul style="list-style-type: none"> ● Assess students in reading ● Title Boosts in each classroom ● Language Boosts for Newcomers ● Review and align intervention support ● Small group instruction in TIER I (classroom) and TIER II (Title/LAP, SpEd) ● Continue to review student reading in data teams (grade level) ● Conduct learning walks aligned to SIOP strategy <ul style="list-style-type: none"> ○ SP Indicator Tool ● 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 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● TC Running Records ● WaKids ● i-Ready ● Acadience ● SBA
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Review schoolwide data to celebrate growth and forward plan action steps for the 24/25 school year 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● TC Running Records ● WaKids ● i-Ready ● Acadience ● SBA

SIP Goal 2:

Between Fall of 2023 and Spring of 2024, students in grades 1-6 will improve their performance to be early on grade level or above standard in math increasing from 18% to $\geq 28\%$ (Number & Operations Base Ten K-5, The Number System 6th) as measured by adopted curriculum pre/post unit tests and i-Ready Math assessments.

Theory of action

If we provide comprehensible input where teachers provide students with teacher talk and modeling that is appropriate to student proficiency levels (SIOP Strategy) 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: 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

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Mid-year Reflect and	What does this look like in action? <ul style="list-style-type: none"> i-Ready and curriculum based assessments in core math 	What evidence or data will we review? (e.g., implementation and/or outcome data)
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<p><i>Revise plan</i></p>	<ul style="list-style-type: none"> • 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 • Use assessment data to differentiate core math instruction • Provide i-Ready data analysis PD to inform instruction • Administer SBA • Review student math assessments • Conduct learning walks aligned to math practices 	<ul style="list-style-type: none"> • SBA • i-Ready • Curriculum and classroom-based assessments
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Review schoolwide data to celebrate growth and forward plan action steps for the 24/25 school year 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> • SBA • i-Ready • Curriculum and classroom-based assessments

SIP Goal 3:

Between Fall of 2023 and Spring of 2024, the 6th grade students at Spruce Elementary School will show growth in their sense of belonging and connection as Spruce students as measured by school-designed metrics aligned to FLASH/KNOW Curriculum as the primary measure growing from 68.8% to 73% of students feeling that they belong, are capable, are appreciated and have people at school who care about them.

Theory of action

If we create learning experiences where teachers actively acquire knowledge about individual students and provide students with explicit teaching in social-emotional learning, including team building and targeted instruction, then 6th grade students will feel that they belong, are capable, are appreciated and have people at school who care about them.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: The teacher purposefully and systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, interests and cultural heritages. (Danielson's Framework for Teaching Domain 1- Planning and Preparation: 1b Demonstrating knowledge of students.	6th Grade Team Leadership Team Spruce Student Council Administrator

How will we know that the strategy is working?		
Strategy 1: Growth in student data will be evident as well as systems/structures during instruction and throughout the classroom day and community that demonstrates the commitment to knowing each student and building their capacity and the capacity of others around them to belong, are capable, are appreciated and have people at school who care about them.		
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)?		
Mid-year Reflect and Revise plan	What does this look like in action? <ul style="list-style-type: none"> Teacher-designed metric aligned to FLASH/KNOW Curriculum- 6th Grade. Daily Morning Meetings and Closing Circles. Explicit instruction in what belonging, capability, appreciation and care mean. Lessons in 2nd Step/FLASH, wisdom stories and classroom discussions. Student surveys Team Building activities and learning designed into the day/week. Art with Hart- Grant funded art project 6th grade students partner w/Kindergarten on school initiatives related to Belonging and 2nd Step 	What evidence or data will we review? (e.g., implementation and/or outcome data) <ul style="list-style-type: none"> Teacher-designed metric aligned to FLASH/KNOW Curriculum (Fall baseline, Winter and Spring) for 6th grade Panorama Wellness Screener 3rd-6th Discipline Data for 6th Grade

	<ul style="list-style-type: none"> Bilingual and Bicultural Student Council Equity Team hosted Spruce BSU 	
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Review schoolwide data to celebrate growth and forward plan action steps for the 24/25 school year 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> Teacher-designed metric aligned to FLASH/KNOW Curriculum- 6th Grade. Panorama Wellness Screener 3rd-6th Discipline Data for 6th Grade

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

Name:	Role:
Amy Gourde	Leadership Team Member, Multilingual Teacher
Annie Rueda-Brown	Leadership Team Member, Counselor
Kristin Brouillet	Leadership Team Member, Technology Coach
Greg Troyer	Leadership Team Member, 5h Grade Rep
Jen Wade	Leadership Team Member, 6th Grade Rep
Melanie Norris	Leadership Team Member, 1st Grade Rep
Renee Wilson	Leadership Team Member, 3rd Grade Rep
Sheila Williams	Leadership Team Member, 4th Grade Rep
Stephanie Schindele	Leadership Team Member, Kinder Rep
Whitney Okhin	Leadership Team Member, Title/LAP Rep

Jennie Warmouth	Leadership Team Member, 2nd Grade Rep
Chris Gonzales	Leadership Team Member, Specialist Rep
Dana O'Brien	Leadership Team Member, Classified Rep
Spruce PTO	Will provide input and feedback, tri-yearly
Spruce Student Advisory	Will provide input and feedback, tri-yearly
Spruce Staff	Will provide input and feedback, regularly

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2023-24 Reflect and Revise Summary](#)