

THREE-YEAR PLAN

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

Template Revised 08/06/2024

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 what staff members will do to ensure every student experiences belonging and is able to 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's Name Spruce Elementary

Current School Year 2024-2025

Section 1. Our School

A description of our school, including (but not limited to) student demographics; school staff characteristics; strengths and successes; and new opportunities/instructional programs/supports for students, families, and staff members (500 words or less, including a table of student demographics). Other data can be added if desired.

Spruce Elementary School is a vibrant, welcoming community that places the success and well-being of every student at its core. Located in a diverse neighborhood, our school is a hub of learning and hope for families from various cultural backgrounds. With over 45 languages spoken in our students' homes, we celebrate this diversity, which enriches our school environment and strengthens the connections among our students, families, and staff.

Our student body includes 636 students, with 285 multilingual learners (ML) who speak a variety of languages. As a dual-language school, we offer bilingual education in English and Spanish. This program enhances cognitive development, promotes cross-cultural understanding, and prepares students to thrive in a globalized world. We focus not only on academic success but

also on nurturing culturally aware and empathetic learners who respect and understand different perspectives.

Creating a positive and inclusive school climate is central to our mission. We prioritize making every student feel a strong sense of belonging, supported by meaningful relationships with caring staff who understand each child as an individual. Our educational philosophy centers on the belief that all students can achieve greatness when provided with rigorous challenges and high expectations.

To promote equity and inclusion, we implement culturally responsive teaching practices. By incorporating students' cultural backgrounds into our curriculum and instructional strategies, we create learning environments where students feel represented, valued, and motivated. This approach not only deepens engagement but also supports academic achievement.

We also adopt a trauma-informed approach, ensuring that the emotional and social well-being of each student is addressed. Our staff is trained to recognize how trauma can impact learning, and we work to create safe, supportive spaces where students feel understood. By prioritizing students' mental health, we build resilience and help them overcome challenges.

Spruce Elementary follows a Multi-Tiered System of Support (MTSS) to provide a structured, layered approach to student success. MTSS allows us to offer differentiated instruction and interventions that are tailored to each student's needs. This system addresses both academic and behavioral needs, ensuring that all students receive the support necessary to thrive. Through early identification and intervention, we can provide varying levels of assistance to help each child grow academically, socially, and emotionally.

At Spruce Elementary, our commitment goes beyond academic excellence to foster the holistic development of every student. By combining culturally responsive and trauma-informed practices with the MTSS framework, we ensure that every child is given the opportunity to excel and reach their full potential.

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 student by providing learning environments that embrace their cultural and linguistic diversity as an asset and 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 and listening sessions)

Student demographics

- Employee demographics
- Enrollment in advanced courses and specialized programs
- Opportunity gaps in academics, social-emotional learning, and discipline
- Least restrictive environment family surveys
- 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

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> State ELA assessment | <input checked="" type="checkbox"/> Classroom observation tool | <input type="checkbox"/> State dropout rates |
| <input checked="" type="checkbox"/> State math assessment | <input type="checkbox"/> Other | <input type="checkbox"/> State ninth-grade on-track |
| <input checked="" type="checkbox"/> WCAS and/or WA-AIM | <input checked="" type="checkbox"/> Elementary | <input type="checkbox"/> District course completion |
| <input checked="" type="checkbox"/> State student growth | <input checked="" type="checkbox"/> State WaKIDS | <input type="checkbox"/> District grades/GPA |
| <input checked="" type="checkbox"/> Grade-level on-track indicators | <input checked="" type="checkbox"/> i-Ready reading | <input type="checkbox"/> District i-Ready |
| <input checked="" type="checkbox"/> Acadience | <input checked="" type="checkbox"/> i-Ready math | <input type="checkbox"/> Other |
| | <input type="checkbox"/> Running Records | |
| | <input type="checkbox"/> Other | |
| | Secondary | |
| | <input type="checkbox"/> State graduation rates | |

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 the planning of our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

The dataset from Spruce Elementary outlines the strengths and needs of various student groups in the 2023-2024 school year.

Strengths:

Asian students excelled, with 70% meeting ELA standards, 61.9% in Math, and 70% in Science. This indicates a strong performance across subjects, contributing significantly to the school's academic goals.

Needs:

- **Black/African American students:** 50% met ELA standards, 36.2% in Math, and 38.1% in Science, despite having high attendance rates, highlighting a need for targeted support.
- **Hispanic/Latino students:** 38.1% met ELA standards, 27.6% in Math, and 41.4% in Science, signaling areas requiring additional intervention.
- **White students:** Only 36.4% met ELA standards, 37.6% in Math, and 40% in Science, demonstrating the need for enhanced support.

- **English Language Learners (ELLs):** 24.4% met ELA standards, 23% in Math, and 17.2% in Science, suggesting a need for interventions that address language barriers alongside academic needs.
- **Students with Disabilities:** 19.5% met ELA standards, 7.3% in Math, and fewer than 10% in Science, pointing to a significant need for specialized support.

Overall, only 40-46% of students met standards across ELA, Math, and Science, indicating areas for school-wide improvement.

Disparities:

Significant achievement gaps exist, particularly between Asian students and other groups, including Black/African American, Hispanic/Latino, and White students. Addressing these disparities requires equity-driven strategies and targeted interventions to ensure all groups can achieve success.

Satisfactory Progress Areas:

- **Asian Students:** Consistently achieving 61.9%-70% proficiency across subjects, well above the school average of 37.2%-45.2%.
- **Overall Math and Science Performance:** Approximately 40% of students meet Math standards, and 45% meet Science standards, reflecting steady progress that, while needing improvement, suggests positive trends compared to previous years.

Reasons for Progress:

- **Targeted Instruction and Enrichment:** Differentiated learning and advanced coursework have helped Asian students maintain strong performance, potentially due to cultural emphasis on education and high parental involvement, factors often associated with success regardless of socioeconomic background.
- **Resource Allocation:** Focused resources, such as additional interventions and teacher training, support improvements in ELA, Math, and Science.
- **Data-Driven Adjustments:** Using data to refine instructional strategies is proving beneficial, particularly where progress is visible.

The next steps involve adapting successful strategies from higher-achieving groups to underperforming ones to reduce achievement gaps and promote student success across the board.

2. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

1- Black/African American Students in ELA, Math, and Science:

- a. **Underperformance:** 50% of Black/African American students met the ELA standard. This indicates a need for targeted interventions to support this group's literacy outcomes.
- b. Black/African American students show lower performance, with only 36.2% Meeting Math Standards.
- c. Black/African American students show lower performance, with only 38.1% meeting Science Standards, despite this group having the highest attendance rates among all groups. This indicates a specific need for targeted support and intervention.

2- Hispanic Latino Students in ELA, Math, and Science:

- a. Hispanic/Latino students show lower performance, with only 38.1% meeting ELA Standards. This indicates a specific need for targeted support and intervention.
- b. Hispanic/Latino students show lower performance, with only 27.6% meeting Math Standards.
- c. Hispanic/Latino students show lower performance, with only 41.4% meeting Science Standards.

3- White Students in ELA, Math, and Science:

- a. White students perform lower, with only 36.4% meeting ELA Standards. This indicates a specific need for targeted support and intervention.
- b. White students perform lower, with only 37.6% meeting Math Standards.
- c. White students perform lower, with only 40% meeting Science Standards.

4- English Language Learners in ELA, Math, and Science:

- a. English Language Learners perform lower, with only 24.4% meeting ELA Standards. This indicates a specific need for targeted support and intervention.
- b. English Language Learners perform lower, with only 23% meeting Math Standards. This indicates a specific need for targeted support and intervention.
- c. English Language Learners perform lower, with only 17.2% meeting Science Standards. This indicates a specific need for targeted support and intervention.

5- Students with Disabilities in ELA, Math, and Science:

- a. Students with disabilities perform lower, with only 19.5% meeting ELA Standards. This indicates a specific need for targeted support and intervention.
- b. Students with disabilities perform lower, with only 7.3% meeting Math Standards. This indicates a specific need for targeted support and intervention.
- c. Students with disabilities perform lower, with only <10% meeting Science Standards. This indicates a specific need for targeted support and intervention.

- d. **Broad Gaps:** Across all students, only 46% met the ELA standards, and just 40% met the Math standards. These numbers indicate that the general student population is not progressing at a satisfactory rate in both core subjects.
3. 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?

To support and monitor the School Improvement Plan (SIP), our team engaged the school community through several ongoing efforts:

1. Ongoing Data Review by Staff:

- **Staff Involvement:** Teachers and administrators regularly reviewed student performance data, such as i-Ready assessments, to track progress and adjust instructional strategies in line with SIP goals. This ensured a data-driven approach to decision-making and student support.

2. Family Engagement:

- **Parent Involvement:** Families were actively engaged through regular communication about the SIP, including updates via newsletters and parent-teacher conferences. These sessions provided opportunities for discussing student performance, setting academic goals, and equipping parents with strategies to support learning at home.

3. Student Council Participation:

- **Student Voice:** The Student Council provided input on school initiatives, shared student needs, and offered feedback on the SIP. Their involvement ensured that student perspectives were considered in shaping school priorities and improvement plans.

4. Student Goal Setting and Progress Monitoring:

- **i-Ready Focus:** Students set personal learning goals based on their i-Ready assessment data and regularly monitored their progress. This involvement fostered student ownership of their learning, with teachers providing individualized guidance to help students achieve their goals.

5. SIP Shared on School Website:

- **Transparency:** The SIP is posted on the school's website, making it accessible to all stakeholders. This transparency ensures that families and community members are informed about the school's goals, progress, and strategies for improvement.

This collaborative approach ensures that staff, students, and families are actively engaged in the creation and continuous monitoring of the SIP, fostering a shared commitment to student success.

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 school engages the community in the School Improvement Plan (SIP) through continuous collaboration, communication, and shared accountability across families, students, and staff. Regular staff meetings focus on data-driven discussions to monitor progress and adjust strategies as needed, while professional development ensures that educators have the skills aligned with SIP priorities. The PTO plays a crucial role by staying informed through updates in meetings, gathering family feedback through surveys, and supporting SIP-aligned events like Title Reading Night.

Family communication is maintained through monthly newsletters, social media updates, and a dedicated SIP page on our website, providing transparency and easy access to progress reports. Parent-teacher conferences and goal-setting sessions connect individual student progress to SIP objectives, helping families understand their child's role in school-wide goals and strengthening home support. Data results are shared publicly in accessible formats, both online and within the school, offering clear progress indicators and celebrating milestones to reinforce community commitment to SIP goals.

The Student Council contributes to SIP by gathering student perspectives, providing feedback on initiatives, and leading projects that support school improvement objectives. By consistently involving each group, our school fosters a collaborative environment that supports ongoing SIP progress, ensuring that it remains responsive and reflective of our community's needs.

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 graduation goal, and an engagement goal.**

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

By the end of the 2026-2027 school year, Spruce Elementary will improve the percentage of students meeting standards in English Language Arts (ELA) for all students by at least 10% from 45% to 55% based on SBA scores. The specific goals for each group are as follows:

Specific Goals:

- **Black/African American Students:**
 - ELA: Increase from 50% to 60% meeting standards.
- **Hispanic/Latino Students:**
 - ELA: Increase from 38.1% to 48.1% meeting standards.
- **White Students:**
 - ELA: Increase from 36.4% to 46.4% meeting standards.
- **English Language Learners:**
 - ELA: Increase from 24.4% to 34.4% meeting standards.
- **Students with Disabilities:**
 - ELA: Increase from 19.5% to 29.5% meeting standards.

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?*
The data shows
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

By the end of the 2024-2025 school year, Spruce Elementary will improve the percentage of students meeting standards in English Language Arts (ELA) for each identified student group by at least 10% from 47% to 57% based on the i-Ready Reading Assessment.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we implement targeted instructional strategies using GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol) in literacy and science, **then** we will enhance content understanding and language proficiency for all students, particularly those from historically underserved groups.

Key Components:

1. **Targeted Instruction:**
 - Integrate **GLAD** and **SIOP** strategies to create engaging, accessible lessons that promote comprehension and language development.
2. **Data-Driven Instruction:**
 - Utilize formative and summative assessment data to identify learning needs and tailor interventions for all students.
3. **Professional Development:**
 - Provide ongoing training for teachers on **GLAD**, **SIOP**, and culturally responsive teaching to effectively support diverse learners.
4. **Family Engagement:**
 - Establish communication plans to involve families in supporting literacy and science learning at home.
5. **Collaborative Planning:**
 - Foster collaboration among grade-level teams to design integrated lesson plans, continuously monitor progress, and adjust strategies as needed.

Expected Outcomes:

- **Increased Engagement:** Students will be more active participants in learning.
- **Improved Performance:** Aim for a 10% increase in students meeting literacy and science standards by the end of the 2024-2025 school year.
- **Enhanced Language Skills:** Notable improvements in language proficiency for English Language Learners and students with disabilities.

Annual Strategies and Ongoing Work Plan

Reflection questions to consider when identifying our key strategy or strategies

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?*

Please list one to three key strategies:

Implement GLAD and SIOP Strategies to Improve Literacy and Science

Literacy: GLAD and SIOP strategies are highly effective for promoting literacy development by creating structured, language-rich environments and scaffolding language learning. Through cooperative learning, academic conversations, and sentence patterning charts, students enhance their reading, writing, speaking, and listening skills across all subjects. SIOP's focus on clear objectives and comprehensible input further supports diverse learners, ensuring they can actively engage with literacy materials.

Science: Integrating GLAD and SIOP strategies allows for the effective incorporation of science content into literacy instruction. By using interactive charts, vocabulary development techniques, and scaffolded reading and writing activities, students build their content knowledge in science while simultaneously improving their literacy skills. This cross-disciplinary approach not only enhances understanding of scientific concepts but also makes them more accessible through targeted language support and hands-on learning experiences.

What will the strategy or strategies look like in action?

- **Implement GLAD and SIOP:** Use research-based instructional models to support English language learners and all students by integrating visual aids, interactive activities, and structured group work. This approach enhances language development and content understanding through hands-on, collaborative learning.
- **Data-Driven Instruction:** Regularly analyze formative and summative assessments to tailor instruction based on student performance, addressing specific strengths and needs for effective learning.
- **Focused Math Interventions:** Provide targeted support for students struggling in Math through small group instruction during WIN time, using hands-on activities and real-world problem-solving to improve engagement and comprehension.

Team or person responsible:

Classroom Teachers: Implement GLAD strategies in daily Science, Math, and Literacy instruction, using data to adjust teaching. Monitor progress through assessments and observations.

Instructional Coaches and Specialists: Support teachers by modeling GLAD strategies, co-teaching, and providing feedback. Help with data reviews and alignment to instructional goals.

Grade-Level Teams: Plan and share integrated strategies, adjusting instruction based on data. Engage in data analysis to ensure consistency in meeting academic goals.

School Leadership: Oversee GLAD strategy implementation, provide resources, and conduct classroom walkthroughs and data reviews, updating the SIP as needed.

Student Support Teams: Offer tailored support for English language learners and students with disabilities, using specialized assessments and collaborating with teachers.

Families: Partner with families to support literacy and math at home, providing updates and encouraging feedback.

These roles ensure consistent strategy implementation and effective progress monitoring for improved student outcomes.

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)

To effectively implement and monitor progress toward the SIP goal in ELA, Math, and Science, the following data sources and collection methods will be used:

- **TC Running Records:** Tracks reading accuracy, fluency, and comprehension, collected by teachers three times a year.

- **WaKIDS:** Assesses Kindergarten social-emotional, cognitive, and academic development, observed in the fall by Kindergarten teachers.
- **i-Ready (ELA/Math):** Diagnostic tool for growth, collected three times annually by teachers and the data team.
- **Acadience Reading (K-6):** Monitors early literacy skills, screened three times a year with additional checks for students needing support.
- **SBA (Grades 3-6):** State assessment for ELA, Math, and Science, conducted in spring.
- **WIDA Assessments:** Tracks ELL language proficiency annually, collected by ELL teachers and administrators.

Monitoring & Review:

- **Monthly Meetings:** Teams review formative data to adjust strategies.
- **Quarterly Reports:** Leadership reviews academic performance data.
- **Mid-Year Review (January):** Checks SIP progress using i-Ready and Acadience.
- **End-of-Year Review (May-June):** Comprehensive analysis for a 10% performance increase goal.

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

By the end of the 2026-2027 school year, Spruce Elementary will improve the percentage of students meeting standards in Math for all students by at least 10% from 37% to 47% based on SBA scores. The specific goals for each group are as follows:

Specific Goals:

- **Black/African American Students:**
 - Math: Increase from 36.2% to 46.2% meeting standards.
- **Hispanic/Latino Students:**
 - Math: Increase from 27.6% to 36.6% meeting standards.
- **White Students:**
 - Math: Increase from 37% to 47.6% meeting standards.
- **English Language Learners:**
 - Math: Increase from 23% to 33% meeting standards.
- **Students with Disabilities:**
 - Math: Increase from 7.3% to 17.3% meeting standards.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our .6annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*

- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

By the end of the 2024-2025 school year, Spruce Elementary will improve the percentage of students meeting or exceeding Math standards for each identified student group by at least 10% from 38% to 48% based on the i-Ready Math Assessment.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

Theory of Action for Math Improvement Goal

If Spruce Elementary implements targeted math interventions and provides professional development for staff in effective math instruction, **then** we will increase teachers’ capacity to deliver high-quality, differentiated instruction that meets the diverse needs of all students.

If we integrate GLAD strategies and SIOP (Sheltered Instruction Observation Protocol) into math lessons to support language learners and reinforce math skills, **then** we will improve engagement and understanding of mathematical concepts for English Language Learners and students who struggle with language.

If we regularly monitor student progress through i-Ready assessments and Smarter Balanced Assessments (SBA), **then** we will identify areas of need and adjust instruction and interventions promptly to ensure all students are making progress toward meeting or exceeding math standards.

If we involve families and the community in supporting student learning and engagement in math, **then** we will create a more supportive environment that fosters student success and reinforces the importance of math achievement.

If we establish a collaborative culture among educators to analyze data and share effective practices, **then** we will ensure continuous improvement in instruction and learning outcomes across all grades and student groups.

By following this Theory of Action, Spruce Elementary aims to achieve a 10% increase in the percentage of students meeting or exceeding Math standards by June 2025, particularly among underperforming groups, thus closing the achievement gaps identified in the data.

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

- Implement GLAD and SIOP Strategies.

What will the strategy or strategies look like in action?

Implement GLAD and SIOP Strategies: Use GLAD and SIOP to support math instruction, especially for English Language Learners, by making content accessible and promoting language development.

Targeted Math Interventions: Provide small group instruction, individualized plans, and adaptive online resources for struggling students, with regular assessments to adjust interventions.

Data-Driven Instruction: Systematically collect and analyze data using i-Ready and SBA to guide instruction, identify learning gaps, and track progress. Teachers collaborate on data insights and strategies to support improvement.

These strategies foster an inclusive math environment that addresses all students' needs, especially those underperforming.

The team or person responsible:

Teachers, Admin (instructional coaches), ML Team, Special Education Team, Parents (PTO), Student Council, Data Analysis Team, Student Support Team.

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)

To monitor progress on the math-focused SIP goal, the following data sources, methods, and responsibilities are outlined:

- **i-Ready (Math):** Adaptive assessments conducted in fall, winter, and spring by teachers, coaches, and data teams to track growth and needs.
- **SBA (Math):** State summative assessments for grades 3-6 conducted in spring, with data available in late summer.
- **WIDA (ELLs):** Annual assessment of ELLs' language proficiency relevant to math, collected by ELL teachers and administrators.
- **Classroom Assessments:** Ongoing formative assessments are conducted by teachers throughout the year to evaluate math understanding.

Monitoring & Review:

- **Monthly Progress Meetings:** Teachers and coaches review data from i-Ready, WIDA, and classroom assessments to adjust instruction.
- **Quarterly Reports:** School leadership reviews math performance data quarterly.
- **Mid-Year Review (January):** Leadership and grade-level teams assess i-Ready and classroom data to ensure progress.
- **End-of-Year Review (Spring):** Comprehensive analysis of i-Ready, SBA, WIDA, and classroom data to evaluate progress toward the 10% improvement target.

This systematic approach aims to ensure effective strategy implementation and progress tracking throughout the year.

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

Three-Year SMARTIE Goal for Improving Sense of Belonging and Engagement

By the end of the 2026-2027 school year, the sense of belonging and engagement among Black/African American, Hispanic/Latino, White, English Language Learners, and Students with Disabilities will increase by 15%, from 68% to 83%, as measured by district SEL and family engagement surveys.

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)

By the end of the 2024-2025 school year, we will increase the sense of belonging and engagement among Black/African American, Hispanic/Latino, White, English Language Learners, and Students with Disabilities by 5%—from 68% to 73%—as measured by district SEL survey.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we implement the Second Step SEL program, **then** students will develop social-emotional skills that foster stronger relationships and a greater sense of belonging.

If we provide trauma-informed and culturally responsive professional development for all teachers, **then** they will better support the diverse needs of students, creating a more inclusive environment.

If we introduce at least two new student clubs or extracurricular activities, **then** we will increase engagement and connection among students with shared interests.

If we establish a Student Council to empower student voice, **then** students will feel more invested in their school community.

If we monitor participation rates in clubs and assess students' sense of belonging through SEL surveys, **then** we can identify strengths and areas for improvement, ensuring our initiatives are effective.

This theory of action aims to cultivate a school climate where all students feel valued and engaged, leading to their academic and social success.

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

- Implement Second Step SEL Program
- Provide Trauma-Informed and Culturally Responsive Professional Development
- Establish Student Clubs and a Student Council

What will the strategy or strategies look like in action?

Implement Second Step SEL Program

- **Action in the Classroom:** Teachers integrate weekly lessons from the Second Step curriculum, focusing on essential social-emotional skills such as empathy, emotional regulation, and conflict resolution. For instance, a lesson on "Identifying Emotions" might involve interactive activities where students role-play scenarios to practice recognizing and expressing feelings appropriately.
- **Student Engagement:** Students actively participate in group discussions and activities that encourage them to share experiences and feelings, fostering a safe and supportive classroom environment. Following a lesson, students might pair up to discuss situations where they experienced particular emotions and how they managed them.
- **Ongoing Support:** Counselors conduct follow-up sessions or small group discussions to reinforce skills learned in class and provide additional support to students facing social-emotional challenges. Regular check-ins can be scheduled to assess student progress and adjust strategies as necessary.

Provide Trauma-Informed and Culturally Responsive Professional Development

- **Training Workshops:** The administration organizes regular professional development sessions focused on trauma-informed practices and culturally

responsive teaching. These workshops may include role-playing, case studies, and discussions on recognizing signs of trauma and understanding cultural differences.

- **Collaborative Learning:** Teachers collaborate in small groups to share experiences and strategies for implementing trauma-informed practices. They might discuss creating safe spaces for students experiencing trauma and the importance of incorporating culturally relevant materials in lesson plans.
- **Feedback and Reflection:** After each training session, teachers provide feedback on useful strategies and how they have implemented them. Sharing successes and challenges during staff meetings or via an online platform helps create a culture of continuous improvement.

Establish Student Clubs and a Student Council

- **Club Launch:** The school organizes an introductory event where students can explore available clubs (e.g., art, robotics, debate) and sign up. Each club holds regular meetings to plan activities, foster camaraderie, and work on projects.
- **Student Council Meetings:** The Student Council meets monthly to discuss school issues, plan events (like spirit weeks or community service projects), and represent the student body's voice in meetings with school administration. They can present ideas for improving school policies or organizing fundraisers to support local charities.
- **Showcasing Student Work:** Clubs and the Student Council host events (such as fairs or showcases) to display their projects and initiatives, allowing students to share their work with the school community and promote engagement among peers.

Team or person responsible

School counselors, SEL coordinators, administration, club advisors, PD facilitators, and classroom teachers.

Progress Monitoring

Questions to consider when planning 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)

Attendance Data:

- What: Track student attendance rates.
- How: Collect and analyze daily attendance records.
- Who: School administrators and attendance clerks.
- When: Monthly review.

Discipline Data:

- What: Monitor incidents of disciplinary actions.
- How: Analyze behavior referral forms and disciplinary records.
- Who: School counselors and administration.
- When: Quarterly Review.

Report Cards:

- What: Assess student academic performance and progress.
- How: Review report card data at each grading period.
- Who: Classroom teachers and administrators.
- When: At the end of each quarter.

Involvement in School Activities and Events:

- What: Track participation rates in clubs, extracurricular activities, and events.
- How: Use sign-in sheets and participation logs.
- Who: Club advisors and activity coordinators.
- When: After each event or activity.

Family Surveys:

- What: Gather feedback from families on their involvement and satisfaction with the school climate and events.
- How: Distribute surveys and analyze responses.
- Who: School counselors and administration.
- When: Annually or bi-annually.

District SEL Survey:

- What: Measure students' social-emotional learning and well-being.
- How: Administer the survey district-wide and analyze results.
- Who: SEL coordinators and school psychologists.
- When: Annually.

Building and Individual Teacher Climate Survey:

- What: Assess perceptions of school climate and teacher effectiveness.
- How: Conduct surveys among staff and analyze feedback.
- Who: Administration and climate committees.

- When: Annually.

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

Name	Role
Rana Nakkour	Principal
Holly Zenz	Assistant Principal
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
Tara Barrett	Leadership Team Member, 1st Grade Rep
Kathleen Bau	Leadership Team Member, Title LAP
Kelly Ward	Leadership Team Member, Title LAP

Name	Role
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

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template_24-25](#)
- [End of Year Reflect & Revise Template_24-25](#)