THREE-YEAR PLAN

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

Template Revised 06/28/2025

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: 2026-2027

Section 1. Our School

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 40 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 655 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 Supports (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

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

[x] Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [ ] Running Records
- [ ] Other

Secondary

- [ ] State graduation rates
- [ ] State dropout rates
- [ ] State ninth-grade on-track
- [ ] District course completion
- [ ] District grades/GPA
- [ ] District i-Ready
- [ ] Other

Reflection Questions (Please answer each question in 150 to 300 words.)

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform 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?
    a. In 2025–2026, Spruce Elementary's data show that schoolwide achievement remains below desired levels: 40.4% of students met ELA standards, 36.9% met math standards, and 37% met science standards. Results point to substantial gaps among student groups.
    b. Asian students had the highest reported proficiency, with 61% meeting ELA standards and 55.9% meeting math standards. By comparison, Black/African American students met standards at rates of 34% in ELA, 28.3% in math, and 38.9% in science. Hispanic/Latino students' rates were 34.5% in ELA, 18.3% in math, and 24% in science. White students reached 37.7% in ELA, 44.4% in math, and 43.8% in science.
    c. Multilingual Learners and students with disabilities also had low results across subjects. English learners met standards at rates of 23.9% in ELA, 21.1% in math, and 14.3% in science. Students with disabilities reached 17.5% in ELA, 7.3% in math, and 33% in science.
    d. These results indicate that schoolwide goals are not being met, particularly in math and among English learners and students with disabilities. Black/African American students' science results also warrant attention, especially given their comparatively high attendance. The data identify where support is needed, but do not establish why students are experiencing these outcomes. The school should examine student experiences and instructional conditions, then use that

information to shape targeted, culturally responsive instruction and interventions. Teams can monitor results regularly and adapt strategies based on evidence of student progress.

2. 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.
- **MTSS Collaborative Meetings:** Use multiple data sources to identify student needs and implement targeted, evidence-based interventions for growth.

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.
- We're expanding volunteer opportunities to involve families daily through purposeful roles that strengthen connections, build belonging, and support student success.

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. Students are also represented in the Instructional Leadership Team.

4. Student Goal Setting and Progress Monitoring:

- **i-Ready Focus**: Students set personal learning goals based on their i-Ready assessment data and regularly monitor 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.

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?

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 and MTSS meetings focus on data-driven discussions to monitor progress and adjust strategies as needed. At the same time, 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, 3-6 grade students at Spruce Elementary will improve the percentage of students meeting standards in English Language Arts (ELA) by at least 10% from 40.4% to 50.4% based on SBA scores.

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 2026-2027 school year, 3-6 grade students at Spruce Elementary will increase the percentage of students meeting standards in English Language Arts (ELA) for each identified student group by at least 25% percentage points, from 26% to 51%, 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 strengthen Tier 1 instruction by implementing targeted GLAD and SIOP strategies across literacy, use a K–6 ML push-in model for integrated language and content support, and collaborate regularly through MTSS to monitor and adjust instruction using multiple data sources, then all students—especially multilingual and historically underserved learners—will demonstrate stronger content understanding, language proficiency, and academic growth.

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:

1. Implement ML Push-In Model

Provide integrated language and content instruction through a push-in model (K–6) where ML specialists co-plan and co-teach with classroom teachers.

- Pull-out support will be reserved for newcomers in the English strand.
- This model ensures equitable access to grade-level instruction and promotes language development in authentic contexts.

2. Integrate SIOP and GLAD Strategies Across Content Areas

Teachers will consistently apply SIOP and GLAD strategies to make learning visible and accessible:

- Structured Interaction: Think-Pair-Share, Turn and Talk
- Visuals and Realia: To build background and increase comprehensible input

- QSSSA Routine: (Question, Signal, Stem, Share, Assess) to promote academic discourse and engagement
- Academic Vocabulary: Explicitly teach and reinforce tiered vocabulary across subjects

3. Strengthen Tier I Literacy Instruction

Embed daily structured literacy routines (phonics, fluency, vocabulary, comprehension, and writing).

- Include language and content objectives in all lessons.
- Provide ongoing professional learning and classroom coaching focused on integrating GLAD and SIOP strategies to enhance reading comprehension and academic language growth.

What will the strategy or strategies look like in action?

1. ML Push-In Model

- ML and classroom teachers co-plan and co-teach literacy and content lessons.
- Students receive integrated language and content support in class; pull-out only for newcomers.
- Scaffolds include visuals, sentence frames, and vocabulary supports.
- All students engage in grade-level learning and discussions.

2. SIOP & GLAD Strategies in Practice

- Frequent structured interactions (Think-Pair-Share, Turn and Talk).
- Visuals, anchor charts, and realia make content clear.
- QSSSA routines promote academic talk and engagement.
- Explicit vocabulary instruction using chants, visuals, and word walls.
- Classrooms show visible language objectives and rich student talk.

3. Strengthened Tier I Literacy Instruction

- Daily routines for phonics, fluency, comprehension, and writing.
- Lessons include both content and language objectives.
- Teachers use GLAD tools (pictorial input, sentence patterning charts).
- Students read, write, speak, and listen across all content areas.
- Learning walks monitor and celebrate implementation.

Team or person responsible:

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

ML Specialists: Support teachers through push-in and by modeling GLAD strategies, co-planning, 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 two to 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, 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, 3-6 grade students at Spruce Elementary will improve the percentage of students meeting standards in math for all students by at least 10% from 34.7% to 44.7% based on SBA scores.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

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

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

SIP Annual Target (One-Year SMARTIE Goal)

By the end of the 2026-2027 school year, Spruce Elementary will improve the percentage of students meeting or exceeding math standards for each identified student group by at least 25% from 13% to 38% 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 provides targeted math interventions and staff professional development in effective, differentiated math instruction, integrates GLAD strategies to support language learners, and consistently monitors student progress through i-Ready and SBA data, then teachers will better meet diverse student needs and adjust instruction for continuous growth.

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 Strategies.

What will the strategy or strategies look like in action?

Instructional Practices

- Targeted & Differentiated Instruction: Use assessment data to provide small-group, tiered support.
- Structured Interactions: Implement Think-Pair-Share and QSSSA to boost engagement and accountability.
- Academic Vocabulary: Teach key math terms explicitly using sentence frames, visuals, and realia.
- Math Discourse & Real-World Connections: Encourage explanations and apply concepts to meaningful contexts.

Assessment & Data Use

- Regularly monitor progress with i-Ready and SBA data.
- Adjust instruction and interventions based on data.
- Set student goals and track growth.

Professional Development

- Train staff in structured interactions, academic vocabulary, and visual/realia supports in math.
- Encourage peer observations and collaborative planning.

Schoolwide Practices

- Plan collaboratively to ensure equity and rigorous instruction.
- Celebrate student growth to build confidence and motivation.

The team or person responsible:

Teachers, Admin (instructional coaches), ML Team, Title 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 for grades 1- 6 in fall, winter, and spring, and for K students in winter and spring. Data is collected and reviewed by teachers, coaches, and data teams to track growth and needs.
- **SBA (Math)**: State summative assessments for grades 3-6 are 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 the MTSS team 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 25% 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)

By the end of the 2026-2027 school year, the sense of belonging and engagement among all students 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 2026-2027 school year, sense of belonging will increase for all students by 5%, from 68% to 73%, as measured by the district SEL survey.

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

If we implement **Second Step** and provide **trauma-informed, culturally responsive PD**, students will develop social-emotional skills, stronger relationships, and a greater sense of belonging. By offering **new clubs and a Student Council**, we will increase engagement, student voice, and connection to the school community.

If we monitor club participation and students' sense of belonging through SEL surveys, **then** we can identify strengths and areas for improvement, **so that** all students feel valued, engaged, and supported in 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 the 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.
- **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 biannually.

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**
Daniel Villescas	**Assistant Principal**

Name	Role
Justin Maggart	Leadership Team Member, Multilingual Teacher
Annie Rueda-Brown	Leadership Team Member, Counselor
Kelly Dack	Leadership Team Member, ML & GLAD Coach
Cammie Teller	Leadership Team Member, 5th Grade Rep
Sheila Williams	Leadership Team Member, 6th Grade Rep
Sun Sorell	Leadership Team Member, 2nd Grade Rep
Leilani Kwok	Leadership Team Member, 3rd Grade Rep
Mariela Pulizzi	Leadership Team Member, 3rd Grade & DL
Megan Hawkins	Leadership Team Member, 4th Grade Rep
Stephanie Schindele	Leadership Team Member, 1st Grade Rep
Tara Barrett	Leadership Team Member, 1st Grade Rep
Vanessa Verduzko	Leadership Team Member, KG & DL
Elizabeth Abbott	Leadership Team Member, Title LAP
Emily Larsen	Leadership Team Member, Title and MTSS Rep
Karly Klien	PTO Rep (non-voting member)
Scott Jenkins	Leadership Team Member, Special Education

Name	Role
Chris Gonzales	Leadership Team Member, Specialist Rep
Dana O'Brien	Leadership Team Member, Classified Rep
Poppy	5th Grade Student
Austin	5th Grade Student
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