



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

Template Revised August 31, 2021

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-2022
Our School Name	Hazelwood Elementary

Section 1. Our school

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

Hazelwood is an inclusive learning community for K-6 students where everyone belongs. We offer three special education programs including 1st-3rd Intensive Support, 4th-6th Intensive Support, and a K-6 Visually Impaired Program. We also offer Multi-Language Learning services to around 90 students across all of the grades who speak just over 20 different languages. Since 2019, Hazelwood has worked to create

a tiered system that supports Social Emotional Learning. At our school we follow the “Hazelwood Way” by being kind, safe, and responsible. During the pandemic, we created and referred students who needed support to a Social Emotional Team. This team regularly reviewed attendance and Social Emotional Learning data to determine individual, small group, and whole school supports. As a staff, we recognize that institutional racism exists in the educational system. We are working as a team to learn more about the barriers that our historically marginalized students face and how we can become more culturally responsive in our practice. We recognize that families are the child’s first teachers and we encourage a partnership between school and home that supports student learning. Our school exists to enable each of our students to achieve their individual potential as a lifelong learner and responsible citizen. We work to provide learning experiences that encourage kindness, perseverance, critical thinking, problem solving, and effective communication. We consider it an honor to serve the Hazelwood community to make a positive difference for our students and families.

2021-2022 Enrollment Data

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	396		Two or More Races	42	10.6%
American Indian/Alaskan Native	2	.50%	English Language Learners	73	18.43%
Asian	73	18.43%	Homeless/ McKinney-Vento	1	.25%
Black/African American	33	8.33%	Free and Reduced Lunch	115	29.04%
Hispanic/Latino	99	25%	Section 504	6	1.51%
Native/Pacific Islanders	1	.25%	Special Education	80	20.20%
White	146	36.86%			

Section 2. Vision and Mission

<p>Our Equity, Engagement, and Excellence (E₃ Vision)</p>	<p>The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.</p>
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Our Mission	With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.
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Data and Stakeholder Engagement Summary

E₃ Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below. <i>Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.</i>
Equity (such as student demographics)	<ul style="list-style-type: none"> ● <i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</i> ● <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i> ● <i>Staff professional development topics, attendance</i>
Engagement (such as school culture and climate)	<ul style="list-style-type: none"> ● <i>Skyward: Student attendance (percent regular attenders),</i> ● <i>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?))</i> ● <i>Panorama student survey data</i> ● <i>SEL and Problem Solving Team Team referral tracking forms</i>
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> ● <i>Homeroom: Grades K-6 I-Ready, Grades 1-6 Running records; Grade K-4 Acadience (Dyslexia Screener)</i> ● <i>OSPI state assessments: Grade K: WaKIDS; grades 3-6: SBA or WA-AIM math and reading ; grades 4-6: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> ● <i>Intervention tracking and progress monitoring, Grades K-6</i>

Reflection questions (Please answer each question in one or two paragraphs.)

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?

We believe that our students should be at grade level in both reading and math. We see that, overall, many of our students are performing at grade level, but we wanted to look closely at our most struggling

readers and mathematicians. To do this we reviewed district assessment data disaggregated by ethnicity, disability, and economically disadvantaged status. In this process we confirmed that struggling readers and mathematicians are most often students with IEPs, students of color, and students receiving MLL services.

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

The pandemic presented limitations on how we were able to engage stakeholders in the early SIP formation process. The initial creation of the SIP engaged staff through the Instructional Leadership Team, Equity Team, and staff meetings. The Instructional Leadership and Equity Teams plans to engage families in the school improvement process with opportunities for input during the 2021-2022 school year in the following ways:

- Family/Principal Connection Meetings (4 times throughout the year)
- Implementation and continued growth of a Natural Leaders program
- Parent representation on our Equity Team (monthly meetings)
- PTA (Involvement and input opportunity at monthly meetings)
- Survey Input Opportunities: Family Feedback Regarding Sense of Belonging

Leadership teams will also plan for student input to help shape our work. Opportunities for input will include the following:

- Student SEL Wellness Screener
- Principal connection meetings for students

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?

We identified the following potential causal factors that contributed to the current results.

- The pandemic forced our district into a remote setting for learning. This provided numerous challenges including limited time for in-person instruction. Student learning was also impacted by family work obligations, illness, and financial stability. This created a gap between students. Our data revealed that the pandemic created an even wider opportunity gap in our historically marginalized student population. Two days of hybrid each week combined with online learning made engagement in intervention more challenging.
- We are working to become more aligned with instruction at each grade level and also with the grade levels below and above. Interventions and resources are not consistent in each grade level, but also between general education, Tier 2 services, and special education.

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

We will develop our E3 MTSS systems for both SEL and Academic learning for the following.

- 1) Foundational reading skills, K-6.
- 2) Foundational math skills, K-6.
- 3) Building strong relationships with students and leveraging to increase SEL and Academic learning.

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

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

SIP Goal 1: (SMARTIE goal here)

Between Fall 2021 and Spring 2024, students in grades K-6 will be able to read at grade level standard from 54% to 62% as measured by i-Ready Reading diagnostic and Spring Running Records Assessment.

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

If Hazelwood staff meets regularly to use progress monitoring data to inform planning for strategic interventions and collaborates to provide inclusive instruction for all students, then students will increase overall reading scores over the next three years.

How will we get the work done?

Strategies we will complete this year (Please list **up to three** strategies to meet the needs of your students)

Person or team responsible

Strategy 1: Increase data literacy of certificated staff around student reading assessment data.

Principal and certificated staff

Strategy 2: (optional) Differentiated fluid small group core reading instruction.

Principal and certificated staff

Strategy 3: <i>(optional)</i>	
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How will we know that the strategy is working?


Strategy 1: The data review and analysis will inform not only small group instruction but daily reading instructional practices so that students receive differentiated and inclusive teaching.

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

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> - define and understand what makes an effective grade level meeting (teacher efficacy) - administer district and state assessments K-6 - review PD calendar for alignment with SIP goals - participate in I-Ready district PD 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Running Records WaKids</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> -Start the first data review/analysis session in grade level teams K-6. -Review and learn TIER I and TIER II best practices and resources available based on student data analysis. -Small group instruction implemented and progress monitored. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA I-Ready Running Records WaKids Classroom-based assessments</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> -Continue differentiated small group instruction -Continue data review/analysis 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>

	<p>-Target course corrections -Review TIER I and TIER II alignment/effectiveness assessment data.</p>	<p>Running Records I-Ready WaKids Classroom-based assessments</p>
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Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

How will we know that the strategy is working?

Strategy 2: Fluid small group instruction will support students’ individual needs and provide intentional interventions to increase academic growth.

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

<p>30-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> - Define and understand effective small group options - Administer district and state assessments K-6 - Review PD calendar for alignment with SIP goals - Participate in district Reading Group training 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Running Records WaKids</p>
<p>60-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> -Begin differentiated small group instruction -Review and learn TIER I and TIER II resources available for small group instruction. -Small group instruction implemented and progress monitored. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA I-Ready Running Records</p>

		WaKids Classroom-based assessments
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> -Continue differentiated small group instruction -Continue data review and adjustment of groups -Target course corrections -Review TIER I and TIER II alignment/effectiveness assessment data. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Running Records I-Ready WaKids Classroom-based assessments</p>

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

 [SIP Reflect and Revise Summary](#)

SIP Goal 2: (SMARTIE goal here)

Between Fall 2021 and Spring 2024, students in grades K-6 will be able to perform mathematically at grade level standard from 47% to 56% as measured by i-Ready Math Diagnostic and Smarter Balanced Assessment.


Theory of action If Hazelwood staff meets regularly to use progress monitoring data to inform planning for strategic interventions and collaborates to provide inclusive instruction for all students, then students will increase overall math scores over the next three years.

<i>How will we get the work done?</i>	
Strategies we will complete this year	Person or team responsible
Strategy 1: Increase data literacy of certificated staff around student reading assessment data.	Principal and certificated staff
Strategy 2: Differentiated fluid small group core math instruction.	Principal and certificated staff

<i>How will we know that the strategy is working?</i>		
Strategy 1: The data review and analysis will inform not only small group instruction but daily math instructional practices so that students receive differentiated and inclusive teaching.		
<i>What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?</i>		
<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> - Define and understand what makes an effective grade level meeting (teacher efficacy) - Administer district and state assessments K-6 - Review PD calendar for alignment with SIP goals - Participate in I-Ready district PD 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Math Diagnostic</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> -Start the first data review/analysis session in grade level teams K-6. -Review and learn TIER I and TIER II best practices and resources available based on student data analysis. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA</p>

	-Small group instruction implemented and progress monitored.	I-Ready Math Diagnostic Classroom Based Assessments
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> -Continue differentiated small group instruction -Continue data review/analysis -Target course corrections -Review TIER I and TIER II alignment/effectiveness assessment data. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA I-Ready Math Diagnostic Classroom Based Assessments</p>

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


 [SIP Reflect and Revise Summary](#)

How will we know that the strategy is working?

Strategy 2: Fluid small group instruction will support students' individual needs and provide intentional interventions to increase academic growth.

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

<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> - Define and understand effective small group options - Administer district and state assessments K-6 - Review PD calendar for alignment with SIP goals 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Math Diagnostic</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> -Begin differentiated small group instruction -Review and learn TIER I and TIER II resources available for small group instruction. -Small group instruction implemented and progress monitored. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Math Diagnostic SBA</p>

		Classroom Based Assessments
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> -Continue differentiated small group instruction -Continue data review and adjustment of groups -Target course corrections -Review TIER I and TIER II alignment/effectiveness assessment data. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Math Diagnostic SBA Classroom Based Assessments</p>
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <i>SIP Reflect and Revise Summary</i></p>		

<p>SIP Goal 3: (SMARTIE goal here)</p> <p>Between Fall 2021 and Spring 2024, students will report that they have Supportive Relationships at Hazelwood Elementary increasing from 63% to 71% as measured by Panorama Student Wellness Screener and school developed K-2 data collection.</p>	
<p>Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)</p> <p>If students develop a stronger sense of relationship at school then they will feel psychologically safe and their academic achievement will increase.</p>	
<p>How will we get the work done?</p>	
<p>Strategies we will complete this year (Please list up to three strategies to meet the needs of your students)</p>	<p>Person or team responsible</p>

Strategy 1: Increase staff knowledge of establishing positive student to adult relationships and how to leverage them to increase student access to learning.	Principal and all staff
Strategy 2: <i>(optional)</i>	
Strategy 3: <i>(optional)</i>	

How will we know that the strategy is working?		
Strategy 1: Professional development and data review will inform relationship centered practices that teachers use during whole class, small group, and individual conferences that help students increase academic growth		
<i>What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?</i>		
<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> - PD- modeling of best SEL practices - Review last year’s Panorama SEL Screener Data - Continue CRT and The Brain Book Study, Learning Partnerships - Create K-2 student survey tool 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama SEL Screener</p> <p>K-2 teacher created student survey</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> - Complete CRT and The Brain Book Study - Reviewing Fall Panorama data - Continuing progress monitoring and course corrections as needed - Establish relationship centered practices during morning meetings, small group instruction, and individual conferencing. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama SEL Screener</p> <p>K-2 teacher created student survey</p>

90-day plan	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> - Continuing progress monitoring and course corrections as needed - Review Winter and Spring Panorama data - Continue relationship centered practices during morning meetings, small group instruction, and individual conferencing. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama SEL Screener</p> <p>K-2 teacher created student survey</p>
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Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

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

Name:	Role:
Norma Lee	Principal
Elissa Lehman	ILT Representative, Kindergarten
Mira Ho	ILT Representative, Grades 1-2
Debbie Lindgren	ILT Representative, Grades 3-4
Hannah Lamont	ILT Representative, Grades 5-6
Katie Lundstrom	ILT Representative, Interventionists
Tina Whicker	ILT Representative, Specialists

Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)

- Strategic plan