



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

## Purpose

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

<b>Current School Year</b>	2022-2023
<b>Our School Name</b>	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 .**

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 100 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 reviews 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.

**2022-2023 Enrollment Data**

Group	# of Students	% of Students	Group	# of Students	% of Students
<b>Total Enrollment</b>	416		<b>Two or More Races</b>	22	5.28%
<b>American Indian/Alaskan Native</b>	4	.96%	<b>English Language Learners</b>	100	23.98%
<b>Asian</b>	68	16.34%	<b>Homeless/ McKinney-Vento</b>	12	2.87%
<b>Black/African American</b>	50	12.01%	<b>Free and Reduced Lunch</b>	163	39.08%
<b>Hispanic/Latino</b>	105	25.24%	<b>Section 504</b>	7	1.67%
<b>White</b>	167	40.14%	<b>Special Education</b>	82	19.66%

## Section 2. Vision and Mission

<b>Our Equity, Engagement, and Excellence (E3 Vision)</b>	<b>Equity, engagement, and excellence for each and every student.</b>
<b>Our Mission</b>	<b>Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.</b>

## Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
<b>Equity</b> (such as student demographics)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ML/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</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 diversity</i> <i>Staff professional development topics, and staff who attended</i> <i>Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results</i>
<b>Engagement</b> (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<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>
<b>Instructional Excellence</b> (and student learning)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> <i>Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i> <i>OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> <i>OSPI high school graduation rates, drop-out rates</i> <i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i> <i>Intervention tracking and progress monitoring, Grades K-6</i>

### Reflection questions

**Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?**

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 ML 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 2022-2023 school year in the following ways:

- Family/Principal Connection Meetings (3 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)
- Creation of Family Leadership Team
- Family Survey Input Opportunities

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

- Student SEL Wellness Screener
- Student Leadership Team (Grades 4-6)

**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 goals will our school focus on this school year and why?

We will continue to 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.

## 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.

- *K-8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

### SIP Goal 1:

Between Spring 2021- Spring 2024, the percent of students at grade level proficiency will increase 3% each year from 53% to 62% as measured by the i-Ready Reading Diagnostic.

### ***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 reading scores over the next three years.

### ***How will we get the work done?***

Strategies we will complete this year	Person or team responsible
Strategy 1: Continue increasing data literacy of certificated staff around student reading assessment data.	Principal and certificated staff
Strategy 2: Differentiated fluid small group core reading instruction.	Principal and certificated staff

**How will we know that the strategy is working?**

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

***What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?***

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Define and understand what makes an effective grade level meeting (teacher efficacy)</li> <li>- Participate in SIOp district PD</li> <li>- Administer district assessments K-6</li> <li>- Review PD calendar for alignment with SIP goals</li> <li>- Initiate first data review session in grade level teams K-6</li> <li>- Small group instruction implemented and progress monitored.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA ELA Assessment (Spring 2022)</p> <p>i-Ready Reading Running Records WaKids</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Provide professional development to increase student engagement and implement inclusive, culturally responsive instruction</li> <li>- Continue differentiated small group instruction</li> <li>- Continue data review/analysis</li> <li>- Target course corrections</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Reading Running Records WaKids</p>

**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 action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?**

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Administer district assessments K-6</li> <li>- Review PD calendar for alignment with SIP goals</li> <li>- Data review/analysis sessions in grade level teams K-6.</li> <li>- Review and learn TIER I and TIER II best practices and resources available based on student data analysis.</li> <li>- Small group instruction implemented and progress monitored.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA ELA Assessment (Spring 2022)</p> <p>i-Ready Running Records WaKids Classroom-based assessments</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Continue differentiated small group instruction</li> <li>- Continue data review/analysis</li> <li>- Target course corrections</li> <li>- Review TIER I and TIER II alignment/effectiveness assessment data.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Running Records WaKids Classroom-based assessments</p>

**SIP Goal 2:**

Between Spring 2021- Spring 2024, the percent of students at grade level proficiency will increase 3% each year from 47% to 56% as measured by the i-Ready Math Diagnostic.

**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.

**How will we get the work done?**

Strategies we will complete this year	Person or team responsible
Strategy 1: Continue increasing data literacy of certificated staff around student math assessment data.	Principal and certificated staff
Strategy 2: Differentiated fluid small group core math instruction.	Principal and certificated staff

**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 math instructional practices so that students receive differentiated and inclusive teaching.

**What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?**

<i>Mid-year Reflect and Revise plan</i>	<i>What does this look like in action?</i>	<i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i>
	<ul style="list-style-type: none"> <li>- Define and understand what makes an effective grade level meeting (teacher efficacy)</li> <li>- Participate in SIOP district PD</li> <li>- Administer district assessments K-6</li> </ul>	<p>SBA Math Assessment (Spring 2022)</p>



	<ul style="list-style-type: none"> <li>- Review PD calendar for alignment with SIP goals</li> <li>- Initiate first data review session in grade level teams K-6</li> <li>- Small group instruction implemented and progress monitored.</li> </ul>	i-Ready Math Diagnostic
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Begin professional development to increase student engagement and implement inclusive, culturally responsive instruction</li> <li>- Continue differentiated small group instruction</li> <li>- Continue data review/analysis</li> <li>- Target course corrections</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA Math Assessment (Spring 2022)</p> <p>i-Ready Math Diagnostic</p>

<b>How will we know that the strategy is working?</b>		
Strategy 2: Fluid small group instruction will support students' individual needs and provide intentional interventions to increase academic growth.		
<b><i>What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?</i></b>		
<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Administer district assessments K-6</li> <li>- Review PD calendar for alignment with SIP goals</li> <li>- Data review/analysis sessions in grade level teams K-6.</li> <li>- Review and learn TIER I and TIER II best practices and resources available based on student data analysis.</li> <li>- Small group instruction implemented and progress monitored.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA Math Assessment (Spring 2022)</p> <p>i-Ready Math Diagnostic</p>

<b>End-of-year Reflect and Revise plan</b>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Continue differentiated small group instruction</li> <li>- Continue data review/analysis</li> <li>- Target course corrections</li> <li>- Review TIER I and TIER II alignment/effectiveness assessment data.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA Math Assessment (Spring 2022)</p> <p>i-Ready Math Diagnostic</p>
--	---	--

**SIP Goal 3:**  
 Students who report that they have Supportive Relationships at Hazelwood Elementary will increase from 68% in Fall 2021 to 74% in Spring 2024 as measured by Panorama Student Wellness Screener.

**Theory of action**  
 If students develop a stronger sense of relationship at school then they will feel psychologically safe and their academic achievement will increase.

**How will we get the work done?**

Strategies we will complete this year	Person or team responsible
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 Hazelwood staff

**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.

**What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?**

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Complete whole staff professional development for Culturally Responsive and Trauma Informed behavior support</li> <li>- Begin whole staff book study, <u>Start Here Start Now</u> by Liz Kleinrock.</li> <li>- Review Fall Panorama data</li> <li>- Continue progress monitoring and course corrections as needed</li> <li>- Establish relationship centered practices during morning meetings, small group instruction, and individual conferencing.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama SEL Wellness Screener</p> <p>Panorama SEL Supports and Environments Screener</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Continuing progress monitoring and course corrections as needed</li> <li>- Review Winter and Spring Panorama data</li> <li>- Continue relationship centered practices during morning meetings, small group instruction, and individual conferencing.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama SEL Wellness Screener</p> <p>Panorama SEL Supports and Environments Screener</p>

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

<b>Name:</b>	<b>Role:</b>
<b>Norma Lee</b>	<b>Principal</b>
<b>Elissa Lehman</b>	<b>ILT Representative, Kindergarten</b>
<b>Kat Leaty</b>	<b>ILT Representative, First and Second Grade</b>
<b>Debbie Lindgren</b>	<b>ILT Representative, Third and Fourth Grade</b>
<b>Hannah LaMont</b>	<b>ILT Representative, Fifth and Sixth Grade</b>
<b>Katie Lundstrom</b>	<b>ILT Representative, Interventionists</b>
<b>Tina Whicker</b>	<b>ILT Representative, Specialists</b>

### Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)