Edmonds School District

THREE-YEAR PLAN

# Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 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 Name** Hazelwood Elementary

**Current School Year** 2025-2026

## Section 1. Our School

Hazelwood is an inclusive learning community serving students in grades K-6 where everyone belongs. We offer three special education programs including Primary Intensive Support, Intermediate Intensive Support, and a K-6 Visually Impaired Program. We also offer Multilingual Learning services to approximately 100 students across all grades and our students speak just over 20 different languages. We follow the “Hazelwood Way" by being kind, safe, and responsible.

As a staff, we recognize that institutional racism exists in the educational system. We are working as a team to continually learn more about the barriers that our students who are historically marginalized students face and how we can become more culturally responsive in our practice. We recognize that families are the child’s first teacher 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 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. It is an honor to serve the Hazelwood community and make a positive difference for our students and families.

**2025-2026 Enrollment Data**

| Group | # of Students | % of Students | Group | # of Students | % of Students |
|---|---|---|---|---|---|
| **Total Enrollment** | 432 | | **Two or More Races** | 28 | 6.48% |
| **American Indian/Alaskan Native** | 4 | 0.93% | **English Language Learners** | 96 | 22.22% |
| **Asian** | 72 | 16.67% | **Homeless/ McKinney-Vento** | 10 | 2.31% |
| **Black/African American** | 40 | 9.26% | **Free and Reduced Lunch** | 156.4 | 36.2% |
| **Hispanic/Latino** | 113 | 26.16% | **Section 504** | 11 | 2.55% |
| **White** | 175 | 40.51% | **Special Education** | 100 | 23.15% |

# 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 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.

## 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, listening sessions)*

- ☑ Student demographics
- ☐ Employee demographics
- ☑ Enrollment in advanced courses and specialized programs
- ☑ Opportunity gaps in academics, social-emotional learning, and discipline
- ☐ 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
- [ ] Grade level on-track indicators
- [x] Acadience
- [x] Classroom observation tool
- [ ] Other

#### Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [x] Running Records
- [x] 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 planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

    - We believe, based on our i-Ready data, that our Phonics Curriculum (95% Core) is helping our students improve their reading. We were disappointed that our predicted Smarter Balanced Assessment (SBA) scores, per i-Ready, did not come to fruition, and we hypothesize that i-Ready doesn't incorporate a writing component, which is an area that is heavily assessed within the SBA and is an area that we notice our students aren't as strong in.
    - We are excited to see how our students progress in reading and writing as they move through the grades with 95% Core and implement the Interim Assessment Blocks (IABs) into our practice.
    - Our i-Ready trend data shows that our students not only grow throughout the year but see gains over time as we track cohort data.
    - As we looked at our strengths and limitations, we examined i-Ready data, WCAS data, SBA data (both cohort and grade level), WIDA Data, ethnicity data, and subgroup data. We also looked at our WAKids data to determine how we could support students' growth through their kindergarten year.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

   - Our i-Ready data indicates steady growth. We believe that this is largely due to the implementation of the program with fidelity (maximizing the use of the recommended i-Ready time each week and use of student individual Pathways within i-Ready), as well as the familiarity and accessibility that our students experience with the program.

   - We noticed a gain in our student attendance data and believe that our students like being part of the Hazelwood Community.

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

   - Overall, we noticed that our students who are Multilingual Learners (MLL), have an IEP, or are lower in SES are underperforming. We recognize that there is an increased need for collaboration and push-in services with our specialists in these areas and that we need to focus our professional learning on integrating strategies that support all learners in accessing the general education curriculum within the general educational setting.

   - Our team wants to ensure that we are implementing our core curriculum with fidelity, especially regarding our math and Phonics curricula.

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?

   - We utilize different forms of family communication, including sharing information about our school data at PTA meetings. We are focusing on increasing family outreach with our Family Engagement Committee, which plans for regular authentic opportunities for connections within our community, including a back-to-school Open House with an all-community BBQ, an all-school read, "The Wild Robot", a spring cultural potluck, and increasing family engagement with the addition of our Family Resource Advocate.

   - Our Student Advisory (which includes 5th-6th graders) is meeting again this year. This group has assumed significant responsibility for our Belonging/Attendance SIP goal. They have looked at our data, worked with the Association of Washington School Leaders, and are planning intentional engagement activities that aim to unite our entire school community. They will monitor and adjust their activities according to the interest of students.

# 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 for graduation goal, and an engagement goal.**

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

From 2024-25 to 2026-2027, students in grades 3-6 who are at or above benchmark in ELA will increase from 39.9% to 50% as measured by *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)*

From Fall 2025 to Spring 2026, students in grades 1-6 who are at or above benchmark in reading (ELA) will increase from 31% to 65% as measured by i-Ready.

From Fall 2025 to Spring 2026, students who receive MLL services in grades 1-6 who are at or above benchmark in reading (ELA) will increase from 10% to 30% as measured by i-Ready.

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

If we use Universal Design for Learning (UDL), collaborate with our support teams (ML, Title, and Special Education), and if our grade level teachers are collaborating and using the curriculum, then we will increase our repertoire of instructional strategies and meet our diverse learners' needs.

If we incorporate the SBA Interim Assessment Blocks (IABs) into our curriculum map, our students will become more familiar and comfortable with the writing component of the SBA.

If we fine-tune our Tier II collaboration meetings for Academics, SEL, and SpEd, we will implement Tier II interventions, utilize a 6-week intervention cycle, and meet the needs of students in a timely manner.

### *Annual Strategies and Ongoing Work Plan*

**Reflection 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**

- Utilize Universal Design for Learning within our instruction
- Utilize our Tier II collaboration meetings to develop interventions and implement a 6-week intervention cycle
- Integrate the IABs into our scope and sequence

**What will the strategy or strategies look like in action?**

- Universal Design for Learning
    - All students will have access to accommodations to provide them with access to grade-level curriculum
    - All students will have the opportunity to engage in their grade-level curriculum with multiple means of engagement and will be able to express their learning through multiple methods of representation

- Tier II Collaboration
    - We will collaborate with our Tier II team leaders (Academic, SEL, and SpEd), focus on our students in need of Tier II support and implement a 6-week intervention cycle. By intentionally focusing on students who are in need of Tier II support, we will be putting names to the data, which makes the approach to increasing achievement personal. By utilizing a 6-week intervention cycle, we will be following best practice for implementation.
    - Through collaboration, we will ensure that we are implementing the district-adopted curricula and resources with fidelity, and determining ways in which to use UDL strategies to provide access to grade-level learning for all students
- IABs
    - We will incorporate the SBA IABs into our scope and sequence

**Team or person responsible**

- Each staff member
- Principal
- Learning Support team (Title, ML, Special Education, SEL)

## 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)**

- We will utilize i-Ready data to track our progress through the diagnostic assessments and use data from i-Ready to guide instruction
    - Data will be monitored by individual grade-level teams and our Instructional Leadership Team after each diagnostic assessment

- As a staff, we will utilize WIDA data for our students who are ML to understand their can-do's and provide support to help their progression along the WIDA can-do rubrics
    - We will utilize staff meeting and Tier II meeting time to accomplish this, including providing professional learning to increase our repertoire of strategies for supporting our diverse learners
- As a staff, we will anecdotally track our use of UDL strategies and use of SBA IAB's
    - We will model and share those strategies at staff meetings
- We will utilize data from the SBA at the end of the year to compare our growth from spring 2024

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

From 2024-25 to 2026-2027, students in grades 3-6 who are at or above benchmark in math will increase from 42.4% to 55% as measured by 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)*

From Fall 2025 to Spring 2026, students in grades 1-6 who are at or above benchmark in math will increase from 18% to 55% as measured by i-Ready.

From Fall 2025 to Spring 2026, students who receive MLL services in grades 1-6 who are at or above benchmark in math will increase from 6% to 25% as measured by i-Ready.

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

If we increase small group instruction in math, ensure that our grade level teams are collaborating with our support team (Title, ML, Special Education), and implement the curriculum with fidelity, then we will increase our repertoire of instructional strategies to meet our diverse learners' needs.

If we fine tune our Tier II collaboration meetings, for Academics, SEL, and SpEd, we will be able to focus on implementing Tier II interventions using a 6-week intervention cycle and meet the needs of students in a timely manner.

### *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**

- Utilize small groups within math instruction
- Utilize our Tier II collaboration meetings to develop interventions and implement a 6-week intervention cycle
- Integrate the IABs into our scope and sequence

**What will the strategy or strategies look like in action?**

- Small Group Instruction
    - All students will have access to accommodations and small group instruction to provide them with access to grade-level curriculum
- Tier II Collaboration
    - We will collaborate with our Tier II team leaders (Academic, SEL, and SpEd), focus on our students in need of Tier II support and implement a 6-week intervention cycle. By intentionally focusing on students who are in need of Tier II support, we will be putting names to the data, which makes the

approach to increasing achievement personal. By utilizing a 6-week intervention cycle, we will be following best practice for implementation.

    - Through collaboration, we will ensure that we are implementing the district-adopted curricula and resources with fidelity, and determining ways in which to use small group instructional strategies to provide access to grade-level learning for all students

- IABs
    - We will incorporate the SBA IABs into our scope and sequence

**Team or person responsible**

- Each staff member
- Principal
- Learning Support team (Title, ML, Special Education)

## 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)**

- We will utilize i-Ready data to track our progress through the diagnostic assessments and use data from i-Ready to guide instruction
    - This data will be monitored by individual grade-level teams and our Instructional Leadership Team after each diagnostic assessment
- As a staff, we will utilize WIDA data for our students who are ML to understand their can-do's and provide support to help their progression along the WIDA can-do rubrics
    - We will utilize staff meeting and Tier II meeting time to accomplish this, including providing professional learning to increase our repertoire of strategies for supporting our diverse learners

- As a staff, we will anecdotally track our use of small-group instructional strategies and use of the IABs
    - We will model and share those strategies at staff meetings
- We will utilize data from the SBA at the end of the year to compare our growth from spring 2024

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

From 2024-25 to 2026-2027, students attending 90% or more of school days will increase from 77.1% of students to 90% of students as measured by our school attendance data.

### *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 the 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)*

From 2025-26, students attending 90% or more of school days will increase from 78.64% of students to 85% of students as measured by our school attendance data.

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

If we work closely and intentionally with students who exhibit patterns of chronic attendance, create relationships, and increase students' sense of belonging then they will feel encouraged to attend school regularly.

If we are intentional about communicating the impact of regular school attendance, then families might better understand why school attendance is important and support regular

attendance.

If we intentionally discuss attendance during conferences with families, then we will create an open dialogue with families about the importance of regular school attendance.

If we intentionally track student attendance data, reach out to families, and connect our students with resources, such as our Family Resource Advocate (FRA), we will be in a better position to support our families and students.

If we fine tune our Tier II collaboration meetings, for Academics, SEL, and SpEd, we will be able to focus on implementing Tier II interventions using a 6-week intervention cycle and meet the needs of students in a timely manner.

## *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**

- Track student attendance data and communicate with students and families to address absence patterns and utilize our Tier II collaboration meetings to develop interventions and implement a 6-week intervention cycle
- Engage our Student Advisory to develop and lead whole school activities and events to create a sense of unity and togetherness among our students
- Utilize our Equity and Family Engagement Teams to identify areas of focus for school-wide initiatives, themed by month, or as needs arise

**What will the strategy or strategies look like in action?**

- Attendance Data Tracking
    - Our attendance team will monitor student attendance monthly and work to create an outreach plan to communicate with students and families about the importance of attendance
    - Our Tier II SEL team will focus on our students in need of Tier II support and implement a 6-week intervention cycle. By intentionally focusing on students

who need Tier II support, we will be putting names to the data, which makes the approach to increasing achievement personal. By utilizing a 6-week intervention cycle, we will be following best practice for implementation.

- Student Advisory Leadership
    - Our Student Advisory will plan and lead monthly whole school events
- Equity and Family Engagement Team Leadership
    - Our Equity Team will identify and utilize themes to develop whole-school instructional foci for targeted instruction (for example, providing weekly activities to increase awareness of invisible disabilities during October and Disability Awareness Month)

**Team or person responsible**

- Attendance team (admin, counselor, SINC, office support)
- Principal
- All staff
- Equity Team
- FRA
- Student Advisory

## 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)**

- We will monitor attendance data monthly, as a whole school, by grade, and by individual students
- We will collect data following our whole school student-led activities and events, monitor and adjust, to meet the interests of our students

- As a staff, and as a Student Advisory, we will monitor our Student Wellness data to identify specific interventions we could implement to support areas identified for growth

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

| Name | Role |
|---|---|
| Instructional Leadership Team<br><br>(Faye Britt, Jennifer Choate, Stacy Hatch, Jack White, Mary Cingcade, Kat Leaty, Hannah LaMont, Katie Lundstrom, Debbie Lindgren, Katy McGreenery)<br><br>Student Advisory (5th-6th grade students)<br><br>Families (PTA, FRA) | Analyze Data<br><br>Identify strategies and interventions to support our school improvement efforts<br><br>Develop and provide professional learning opportunities for our staff<br><br>Identify strengths and challenges throughout the building and support implementation for schoolwide initiatives |

### 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