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 2026-2027

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 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 updated Mission Statement is:

> We are honored to partner with our students and families in ensuring that each student has access to learning experiences that are inclusive and accessible, and encourage kindness, perseverance, critical thinking, problem-solving, and effective communication.
>
> We empower our learners to achieve their individual potential as lifelong learners and responsible citizens.

2026-2027 Enrollment Data

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	390		**Two or More Races**	43	11.0%
American Indian/Alaskan Native	10	2.6%	**English Language Learners**	81	20.8%
Asian	74	19.0%	**Homeless/ McKinney-Vento**	7	1.8%
Black/African American	93	23.9%	**Free and Reduced Lunch**	157	40%
Hispanic/Latino	106	27.2%	**Section 504**	11	2.8%
White	170	43.6	**Special Education**	99	25.4%

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?

    - Our team identified strong current-year growth in both ELA/Reading and Math. In ELA, i-Ready Tier I increased from 32% to 57%, Tier III decreased from 30% to 18%, and students achieved 120% of typical annual growth. MLL students also made progress, but not to the extent that we were striving for, with Tier I increasing from 11% to 20%. In Math, Tier I increased from 18% to 56% and Tier III decreased from 28% to 15%, with significant growth among MLL students moving from 7% proficiency to 30%.

    - At the same time, SBA cohort data show that proficiency is not consistently sustained as students progress through grades, particularly in grades 5 and 6. For example, the 2032 cohort declined from 50% ELA proficiency in 5th grade to 41% in 6th grade and from 54% math proficiency in 3rd grade to 36% in 6th grade. These patterns identified a need to sustain growth, increase grade-level proficiency, and strengthen support for all intermediate students.

    - Disparities were examined by grade level, cohort, and student groups using both SBA and i-Ready data. Findings were brought forward for our SIP planning and focused on a continual emphasis on UDL, collaborative planning, MTSS/Tier II intervention, and expanding our targeted WIN interventions.

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

- We are making progress in both ELA/Reading and Math. In reading, students achieved 120% of typical annual growth, with every grade improving on i-Ready. Tier I increased from 32% to 57%, while Tier III decreased from 30% to 18%. MLL students also demonstrated movement toward proficiency. SBA data show several cohorts reaching or approaching 50% proficiency, including 52% for the 2034 cohort in 4th grade and 53% for the 2031 cohort in 6th grade. The 2033 cohort also increased from 34.4% in 3rd grade to 47% in 5th grade.

- Math demonstrated particularly strong progress toward the annual i-Ready goal, with Tier I increasing from 18% to 56%, exceeding the 55% goal, and Tier III decreasing from 28% to 15%. Each grade improved, with significant growth among MLL students. SBA data also show strong performance in several cohorts, including 54% proficiency for the 2032 cohort in 3rd grade and 52% for the 2031 cohort in 4th grade.

- This progress reflects the SIP work focus on UDL, collaborative planning, small-group instruction, Tier II intervention cycles, IAB implementation and analysis, and ongoing instructional adjustments.

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?

- Attendance was the clearest area where we did not meet our annual goal. The goal was to increase the percentage of students attending at least 90% of school days from 78.64% to 85%; we ended at 78.7%, consistent with previous years. While this was slightly higher than the previous year and above the district average, existing strategies were not sufficient to move a significant number of students above the 90% threshold.

- In ELA/Reading, students demonstrated growth but did not meet the annual i-Ready Tier I goal of 65%, finishing the year at 57%. SBA cohort data also show that proficiency is not consistently sustained as students progress through the grades, particularly in grades 5 and 6. Math met the annual i-Ready Tier I goal but achieved 93% of typical annual growth, and SBA data similarly show declines in proficiency across some cohorts as students move into the intermediate grades. MLL students also continue to have higher percentages of students in Tier III.

- The team identified a need to strengthen—not replace—current instructional systems. Planned adjustments include explicit instruction of academic vocabulary, continued UDL and Tier I work, stronger GenEd/MLL/Special Education collaboration and co-planning, embedded scaffolds, refined Tier II intervention cycles, more frequent progress

monitoring, and implementation of WIN across more grade levels. For attendance, the team will integrate attendance more fully into MTSS, identify concerns earlier, begin tiered interventions after 3–5 absences, develop individualized attendance plans, and continue examining outcomes by student group.

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 use multiple forms of family communication and engagement, including sharing SIP progress at PTA meetings. We are also working to expand family outreach through our Family Engagement Committee, which plans regular, authentic opportunities for families to connect with our school community. These opportunities include a back-to-school Open House with an all-community BBQ, an all-school read of a chosen text, and a spring cultural potluck.
- Our Student Advisory, which includes students in grades 5–6, is meeting again this year and has taken on significant responsibility for supporting our Belonging/Attendance SIP goal. Students will review our attendance and belonging data and plan intentional engagement activities designed to strengthen connections across our school community. They will continue to gather student feedback and monitor participation and interest, using that information to adjust activities throughout the year.

- **Overall SIP Implication:** Taken together, the i-Ready and SBA data tell a fairly consistent story: our students are making meaningful current-year growth, but we need to convert that growth into higher and more consistently sustained grade-level proficiency, particularly in grades 5 and 6 and for students who remain in the lower performance tiers. This supports continuing the current instructional foundations while increasing the intensity and consistency of collaborative planning, UDL/scaffolding, MTSS intervention, progress monitoring, and targeted WIN support rather than shifting to an entirely new approach.

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 2026 to Spring 2027, students in grades 1-6 who are at or above benchmark in reading (ELA) will increase from 35% to 70% as measured by i-Ready.

From Fall 2026 to Spring 2027, students who have an IEP in grades 1-6 who are at or above benchmark in reading (ELA) will increase from 14% 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 consistently embed explicit academic vocabulary instruction into core instruction, then students will develop stronger word knowledge, oral language, academic discourse, and content knowledge, leading to improved reading comprehension and overall reading proficiency.

If we use Universal Design for Learning to provide multiple ways for students to access, engage with, and demonstrate understanding of grade-level content, then more students will be able to meaningfully participate in core literacy instruction and apply new concepts, vocabulary, and academic language, resulting in increased reading proficiency across grade levels.

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

- Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.
- Utilize Universal Design for Learning within our instruction throughout all grades and specialist classes.

What will the strategy or strategies look like in action?

- Academic Vocabulary
    - Each grade level will develop and use explicit instructional resources to support consistent weekly vocabulary and academic language instruction within the core literacy block, and apply the word throughout other content areas as applicable. We will have a consistent foundation for word meaning

and support shared language across classrooms and grade levels through our MLL teacher's creation of a schoolwide slideshow with student-friendly definitions for each vocabulary word.

- Universal Design for Learning
    - We will proactively provide and implement appropriate accommodations to ensure all students can access and engage with grade-level curriculum.
    - We will design learning experiences using multiple means of engagement and representation and provide students with multiple ways to demonstrate their learning and understanding of grade-level content.

Team or person responsible

- Each staff member
- Principal
- Learning Support team (Title, MLL, 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 our LRE data for our students who have an IEP to understand their current levels of access in the general education setting and will provide support to increase their minutes with their general education peers

    - 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
    - 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 2025

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

From 2024-25 to 2026-2027, the percentage of students in grades 3-6 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 2026 to Spring 2027, students in grades 1-6 who are at or above benchmark in math will increase from 20% to 55% as measured by i-Ready.

From Fall 2026 to Spring 2027, students who have an IEP in grades 1-6 who are at or above benchmark in math will increase from 7% to 20% 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 consistently embed high-impact daily math routines in grades K–2 and quick practices from the Math Expressions curriculum in grades K–6, then students will have regular opportunities to develop number sense, fluency, automaticity, and problem-solving skills, leading to increased math proficiency.

If we use these routines consistently within the core instructional block and intentionally engage students in mathematical discourse and reflection, then students will build greater confidence, ownership, and ability to communicate their mathematical thinking, resulting in stronger and more sustained math achievement across grade levels.

If we implement WIN for math in 6th grade to provide targeted instruction based on identified student needs, then students will receive additional opportunities to address skill gaps, strengthen foundational understanding, and apply grade-level math concepts, resulting in increased math proficiency.

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

- Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership.
- Implement WIN (What I Need) sessions for math in 6th grade

What will the strategy or strategies look like in action?

- Teachers will consistently embed Math Expressions daily routines and quick practices into core math instruction, providing students with repeated opportunities to build fluency, number sense, problem-solving, and mathematical discourse.
- In 6th grade, WIN will provide targeted math instruction based on student data and identified skill needs, allowing students additional time and support to strengthen foundational skills and access grade-level content.

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
    - Data will be monitored by individual grade-level teams and our Instructional Leadership Team after each diagnostic assessment
- As a staff, we will utilize our LRE data for our students who have an IEP to understand their current levels of access in the general education setting and will provide support to increase their minutes with their general education peers
    - 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
- We will utilize data from the SBA at the end of the year to compare our growth from Spring 2025

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 78.7% of students to 85% 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 2026-27, students attending 90% or more of school days will increase from 78.7% 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 integrate attendance into our MTSS system through early identification and tiered intervention, then we will identify attendance concerns sooner and provide increasingly targeted support before students become chronically absent, resulting in more students attending 90% or more of school days.

If we strengthen belonging, engagement, and student ownership of attendance through intentional relationship-building, student voice, UDL, SEL, inclusion, and culturally responsive practices, then students will feel more connected to school and better understand the importance of consistent attendance, increasing their engagement and attendance.

If we regularly monitor attendance disparities by student subgroups and recognize positive attendance growth, then we will identify and respond to inequities while reinforcing individual

progress, resulting in more students making meaningful gains toward attending 90% or more of school days.

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

- Integrate attendance into our MTSS system through early identification and tiered intervention.
- Strengthen belonging, engagement, and student ownership of attendance.
- Monitor attendance disparities and recognize positive growth.

What will the strategy or strategies look like in action?

- Integrate attendance into our MTSS system
    - Use attendance data to identify concerns after 3–5 absences and provide increasingly targeted supports, including individualized attendance plans before students fall below the 90% threshold.
- Strengthen belonging, engagement, and student ownership of attendance
    - Utilize Student Advisory to gather student feedback about barriers to attendance and what strengthens their sense of belonging, while continuing schoolwide UDL, SEL, and culturally responsive practices and implementing intentional opportunities for connection and engagement.
- Monitor attendance disparities and recognize positive growth.
    - Regularly examine attendance data by student sub-groups to identify disparities and determine whether interventions are reducing gaps. Recognize

individual attendance growth and improvement to reinforce attendance as an achievable goal for students who have historically struggled with attendance.

- We will analyze attendance data by student groups and examine patterns in absences, distinguishing between students who are present or have excused absences and those experiencing unexcused or chronic absenteeism. We will consider individual circumstances, such as medical needs or family travel, while identifying patterns that may indicate a need for support. We will also monitor and recognize positive growth in attendance over time, not just whether students meet the 90% threshold.
    - We will use our daily announcements to recognize classes for attendance

Team or person responsible

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

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 monitor attendance data weekly, as a whole school, by grade, and by individual students in our Tier II SEL meetings
- We will collect and review student feedback following whole-school, student-led activities and events, using the data to monitor engagement and adjust activities to reflect student interests. By strengthening students' sense of belonging, ownership,

and connection to Hazelwood, we aim to increase their motivation to attend school regularly.

- As staff and Student Advisory, we will monitor Student Wellness data to identify barriers to student belonging, engagement, and school connectedness. We will use this data to develop and implement targeted interventions that address students' needs, strengthen their connection to school, and support improved attendance.

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

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