

Edmonds School District  
School Improvement Planning Process  
*Each Student Learning, Every Day!*

**School Name:** Hazelwood Elementary School

**Year:** 2018-2019

**School Theory of Action/Target Area**

**This Year's (2018-2019)**

*The Hazelwood community is beginning a cycle of inquiry to accurately identify an appropriate theory of action to address the opportunity gaps identified by the Every Student Succeeds Act (ESSA) with our students who need additional and/or different supports. We have not changed our SIP from last year as we use this year to more fully understand this targeted issue. We've adopted an overall theme around the Hawaiian term, "Ohana," which means, "Family – no one is left behind or forgotten," an emphasis on understanding inclusionary and relational practices, which we will apply to our work as public school educators. Two other key emphases will be our continuation on developing Growth Mindset and GRIT in our students.*

**Last Year's (2017-2018)**

*If the Hazelwood Learning Community improves levels of **Student Engagement in Learning** (Danielson 3c) to allow our students optimal experiences to **Make Sense of Problems and Persevere in Solving Them** (Mathematical Practices 1);*

***Then** our students will demonstrate increased conceptual and procedural understanding of Number and Operations in Base Ten/The Number System (CCSS K-5 NBT/ 6 NS) and grow as mathematicians, and ultimately as cross content learners.*

*We focused our professional development upon better understanding our opportunity gap with English Language Learners (ELL) in mathematics and our use of instructional grouping to differentiate instruction.*

**Whole School Achievement Goal- As a result of this action:**

Compared to Hazelwood's 2017-2018 Grade 3-6 SBA results in mathematics, 10% fewer students will score below standard on our 2018-2019 SBA Mathematics results.

As a result of our work, data collection/analysis, and collaboration, the Hazelwood faculty will identify and articulate a theory of action to launch for School Improvement Plans 2019-2020.

**Opportunity/Achievement Gap:**

- **Measurement/Assessment:** 2019 Smarter Balanced Assessments, Other selected data (e.g. Attendance, Discipline, Report Cards, DIBELS, Teacher observations, Student Growth Goals, etc.)

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<b>Student Group</b>	<b>Current % Successful</b>	<b>Goal % Successful</b>
<b>All Students</b> Gr. 3-6 Students	<b>(Mathematics SBA Results)</b> Gr. 3 = 56% (31/56) Gr. 4 = 49% (29/60) Gr. 5 = 45% (32/70) Gr. 6 = 56% (36/64)	(Goal = Reduce # below standard by 10%) Gr. 3 = 66% (37/56) Gr. 4 = 58% (35/60) Gr. 5 = 56% (39/70) Gr. 6 = 50% (32/64)
<b>Comparison Group A</b> Students with IEPs	Gr. 3 = 21% (4/19) Gr. 4 = 13% (2/15) Gr. 5 = 10% (1/10) Gr. 6 = 10% (1/10)	Gr. 3 = 32% (6/19) Gr. 4 = 27% (4/15) Gr. 5 = 20% (2/10) Gr. 6 = 20% (2/10)
<b>Comparison Group B</b> Students not with IEPs	Gr. 3 = 53% (24/45) Gr. 4 = 67% (37/55) Gr. 5 = 57% (31/54) Gr. 6 = 57% 31/54)	Click here to enter text.

**Commitment Focus Areas:**

*You may choose to select one or more of the other options in addition to Effective Learning for All Students.*

- Effective Learning for All Students
- Equity of Opportunity
- P-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Commitment Focus Key Performance Indicators:**

- Students meeting or exceeding grade-level standards in Mathematics
- Staff trained in highly effective practices for engaging students.
- Staff trained in equity and inclusive classroom practices professional development.

**School Vision/Mission:**

*It is the mission of the Hazelwood Elementary program to provide a safe, and nurturing environment in which each person is entitled to courtesy, respect and dignity. This environment will provide a variety of learning experiences which challenge each student to become a responsible, motivated, and engaged learner who will be well prepared to progress at his/her personal best through future educational experiences.*

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**School Demographics:**

**Student Demographics**

**Enrollment**

**October 2017 Student Count**                      **488**

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**May 2018 Student Count**                      **477**

**Gender (October 2016)**

**Male**    **256**   **53.7%**

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**Female**    **221**   **46.3%**

**Race/Ethnicity (October 2017)**

**Hispanic / Latino of any race(s)**        **89**    **18.6%**

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**American Indian / Alaskan Native**       **3**    **0.6%**

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**Asian**    **82**    **17.2%**

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**Black / African American**                **31**    **6.6%**

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**White**    **224**   **47.1%**

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**Two or More Races**                        **47**    **9.8%**

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**Special Programs**

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**Low Income (May 2018)**                      **133**    **27.9%**

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**Special Education (May 2018)**                      **97**    **20.3%**

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**Transitional Bilingual (May 2018)**                      **86**    **18.2%**

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**Section 504 (May 2018)**                      **21**    **4.4%**

**Other Information (more info)**

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**Unexcused Absence Rate (2017-18)**    **94**    **0.1%**

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**Teacher Information (2017-18) ([more info](#))**

Classroom Teachers	<u>33</u>
Asian	<u>4</u>
Black / African American	<u>1</u>
White	<u>28</u>
Average Years of Teacher Experience	<u>14</u>
Asian	<u>5</u>
Black / African American	<u>15</u>
White	<u>15.5</u>
Teachers with at least a Master's Degree	<u>80%</u>
% of teachers teaching with an emergency certificate	<u>0.0%</u>
% of teachers teaching with a conditional certificate	<u>0.0%</u>

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**Attendance:** HWE Avg. # absences = 7.84 (student absences per year)

HWE Avg. # unexcused absences .55 (student unexcused absences per year)

HWE Avg. # tardies 2.43 (student tardies per year)

**Discipline:** Student WIS Data Averages 2010-2018 indicates

88% Students are Tier 1 SEL

9% Students are Tier 2 SEL

3% Students are Tier 1 SEL

**Staff:**

33 teachers (4 NBCT); 20 para-educators (2 Braillists)

**Parent, Family, and Community Involvement in this Plan:**

- Parents and Family are members of our Equity Team.
- Parents and Family have regular and frequent communications with the teachers of their children.
- Community members are included in efforts to reach all students (e.g. Lunch Buddies)
- Monthly PTA board meeting w/principal/asst. principal
- Meetings with PTA Board members
- PTA General meetings (monthly)
- Curriculum Night
- Parent-Teacher-Student Conferences
- Student participation & engagement (e.g. Student Council, M.L.King Jr. Writing Contest)
- Grade level family/community related writing projects
- Open House
- Home connection for new writing curriculum
- Translations/Interpreters of materials in home languages
- School Website and Monthly Newsletter to parents (HWE Highlights)
- Communications with families through technologies (e.g. Robo Calls, SeaSaw, Class Dojo, etc.)

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**Review and Analysis of Data:**

*Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.*

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> State Assessments        | <input type="checkbox"/> SAT/ACT                    | <input checked="" type="checkbox"/> Discipline Data         |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep        | <input checked="" type="checkbox"/> Staff Perceptual Data   |
| <input checked="" type="checkbox"/> District Assessments     | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments       | <input type="checkbox"/> Graduation Rate            | <input checked="" type="checkbox"/> Parent Perceptual Data  |
| <input checked="" type="checkbox"/> Classroom Assessments    | <input checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Other:                             |

**Summary of strengths or greatest progress based on the data:**

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| <ul style="list-style-type: none"> <li>HWE has long history (30+ years) of inclusionary practices (i.e. Program for visually impaired students, students with more intensive support needs)</li> </ul> |
| <ul style="list-style-type: none"> <li>20% of student population (97 students out of 470) are on Individualized Education Plans</li> </ul>   |
| <ul style="list-style-type: none"> <li>18% of student population (86 students out of 470) receives ELL services on one kind or another</li> </ul>  |
| <ul style="list-style-type: none"> <li>5 Special Education teachers, 22 General Education teachers, 2 Braillists, 10 paraeducators working with 66 IEP students</li> </ul>                             |

**Prioritized areas of opportunity or greatest challenge based on the data:**

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|---|
| <ul style="list-style-type: none"> <li>20% of student population (97 students out of 470) are on Individualized Education Plans are not scoring as well as other similar IEP students in our state on the SBA.</li> </ul> |
| <ul style="list-style-type: none"> <li>Historically, from NCLB to ESSA, students with special needs do less well on the SBA. Not all IEPs are equal in their complexities.</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>IEP goals and objectives are not always composed around SBA results.</li> </ul>  |
| <ul style="list-style-type: none"> <li><a href="#">Click here to enter text.</a></li> </ul>   |

**State Participation Rate:** 95% participation required

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|---|---|
| <input checked="" type="checkbox"/> <b>Area of Strength (95% or more participation)</b>   | <input type="checkbox"/> <b>Area of Opportunity (less than 95% participation)</b> |
| If your participation rate is an <b>area of opportunity</b> , please describe your plan for increasing student participation during the school year:<br><a href="#">Click here to enter text.</a> |   |





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**Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:**

<b><i>Learning Opportunities for Students</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</b>	Beginning Stages of Cycle of Inquiry	All Wed. Staff Meetings All ½ Day Building Time
<b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>	Beginning Stages of Cycle of Inquiry	All Wed. Staff Meetings All ½ Day Building Time
<b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b>	Beginning Stages of Cycle of Inquiry	All Wed. Staff Meetings All ½ Day Building Time

<b><i>Learning Opportunities Provided for Staff Specific to the School Target</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>Whole staff learning opportunities to support the focus and intentionality of this goal.</b>	Beginning Stages of Cycle of Inquiry	All Wed. Staff Meetings All ½ Day Building Time
<b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.</b>	Beginning Stages of Cycle of Inquiry	All Wed. Staff Meetings All ½ Day Building Time

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**Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:**

<b>Third Grade OSPI Literacy Expectation</b>		
<i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
<b>Intensive Reading and Literacy Improvement Plan</b>	<b>Description of Intervention Practices</b>	<b>Monitoring Schedule</b>
<p><b>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Use of a coach/coaches</li> <li><input checked="" type="checkbox"/> Additional learning time within the School Day               <ul style="list-style-type: none"> <li><input type="checkbox"/> Before and After School Programs</li> </ul> </li> <li><input checked="" type="checkbox"/> Family Involvement at School (and outside of school)</li> <li><input checked="" type="checkbox"/> Targeted Professional Learning</li> <li><input checked="" type="checkbox"/> Professional Learning Communities               <ul style="list-style-type: none"> <li><input type="checkbox"/> Tutoring</li> </ul> </li> </ul> <p><a href="#">Click here to enter text.</a></p>	<p>Fall/Winter/Spring            MTI Meetings            10/31/18 and            May/June 2019            Student Growth            Goals</p>
<p><b>Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</b></p>	<p>A report is created by 3<sup>rd</sup> grade and 2<sup>nd</sup> grade teachers to pass onto next year's teachers            Placement Cards are completed and passed on as are report cards and cum files            Problem Solving Team notes and suggestions are communicated and passed on.</p>	<p>Spring MTI            Meetings            Placement Cards            completed and            passed on.</p>
<p><b>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</b></p>	<p>Individual student progress reports            Parent phone calls, emails, and parent conferences as needed            Newsletters            Curriculum Night</p>	<p>Monthly/Weekly/Bi-Monthly student progress communicated with homes            Semester Report cards            Parent-Teacher Conferences</p>