Edmonds SCHOOL DISTRICT

School Improvement Plan

School Name: Hazelwood Elementary

Year: 2019-2020

Section I: School Mission, Vision, and Demographics:

School Mission/Vision: *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.*

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	463	NA	Two or More Races	34	7.34%
American Indian/Alaskan Native	5	1.08%	English Language Learners	105	22.68%
Asian	88	19.01%	Homeless/ McKinney-Vento	4	0.86%
Black/African American	32	6.91%	Low Income	170	36.72%

Hispanic/Latino	94	20.30%	Section 504	20	4.32%
Native Hawaiian/Other Pacific Islander	3	0.65%	Students with Disabilities	118	25.49%
White	207	44.71%	Student Mobility	11	2.38%

*The data in this table is from the 18-19 school year.

Student, Family and Community Involvement in Plan:

Families and community input will be used to help shape our work at Hazelwood. We will also work closely with our Family Liaison to facilitate input opportunities that intentionally include our historically marginalized family population. With new principal leadership at our school, opportunities for input during the 2019-20 school year will include the following:

- Family Focus Groups (2nd year Cycle of the Family Engagement Survey)
- Principal Coffee (5 times throughout the year)
- Implementation of a Natural Leaders program
- Parent representation on our Equity Team
- PTA (Involvement and input opportunity at monthly meetings)

Student input will also be used to help shape our work. Opportunities for input will include the following:

- Student climate surveys
- Student Equity Team
- Student Council (Grades 4th-6th)

Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection: Hazelwood faculty started a Cycle of Inquiry during the 2018-2019 school year with a focus on students who had IEPs. Through this process the data analysis revealed several barriers to student learning including disruption to class instruction by the student intervention pull-out schedule, alignment of curriculum across grade levels, and challenging student behaviors. Hazelwood set the goal that

	10% fewer students would score below standard on the 2018-2019 Math Smarter Balanced Assessment. This goal was not met, we believe, because of the previously identified barriers.

Hazelwood Elementary Goal for 2018-19: ** 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.
**This assumes that teachers at each grade level will improve their grade level scores by 10% irrespective of the cohort they are teaching.

Cycle of Inquiry- "As a result of our work, data collection/analysis and collaboration…"	● Hazelwood was identified as a Targeted school by the Every Student Succeeds Act for students on IEPs ● The principal, ILT, and staff conducted a cycle of inquiry focused on the achievement gap for students on IEPs ● Hazelwood used professional learning time to analyze data and collaborate to determine a Theory of Action
Comparison of 3rd-6th Math SBA Results For Students At or Above Standard	2017-2018 2018-2019 Result Grade 3 56% (31/56) Grade 3 65% (39/60) <10% Grade 4 49% (29/60) Grade 4 50% (32/64) <10% Grade 5 45% (32/70) Grade 5 37.8% (28/74) <10% Grade 6 56% (36/64) Grade 6 70.3% (45 /64) >10%
Comparison of 3rd-6th Math SBA Results For Students With IEPS at or Above Standard	2017-2018 2018-2019 Results Grade 3 21% (4/9) Grade 3 23.07% (3/13) <10% Grade 4 13% (2/15) Grade 4 44.62% (10/28) >10% Grade 5 10% (1/10) Grade 5 22.23% (4/18) >10% Grade 6 10% (1/10) Grade 6 15.8% (3/19) >10%

How has the progress described above informed your school's improvement planning for this school year?

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

1. Spring Certificated Staff Interviews with the new school principal revealed 84.6% (22/26) of certificated staff value the building culture of staff working together as a team to help students.
2. 83% of families participating in the Family Engagement Survey expressed confidence in Hazelwood's efforts to communicate their students' progress, how to help, and supporting resources available for families as compared to the 79% district average.
3. According to OSPI's report card, 90.2% of students at Hazelwood regularly attended school in 2018-2019 compared to 86.4% of regular attendance for the entire Edmonds School District.

Areas of Needed Growth

1. Current data do not show adequate growth for our students who have IEPs. According to the Washington School Improvement Framework, our students with IEPs received an overall Framework score of 1.7 which is .6 below the 2.3 threshold. A *Staff Survey* of certificated staff revealed that Hazelwood teachers were not consistently using Board adopted curriculum school wide across content areas. The survey also revealed that curriculum used during Special Education services did not always align with classroom curriculum. A report from classroom teachers identifying when students with IEPs were pulled out of the general education classroom for Special Education services revealed that over 50% of students with IEPs were pulled out during writing and over 60% of students with IEPs were pulled out during math.
2. Despite some inconsistency in utilizing the office referral tracking system, The School Wide Information System (SWIS) end of year report revealed that the majority of office referrals were students who had IEPs. According to the new principal's individual staff interviews in the spring, 52% (13/25) teachers suggested their top priority for improvement would be a clear, consistently used and communicated discipline process. In the Annual Building Survey 38% of staff felt the building had a clearly written discipline policy, 33% felt the building had a clearly written set of behavior expectations for students; and 24% agreed behavior expectations were consistently implemented.
3. While staff name valuing teamwork and a "sense of family", the Annual Building staff survey revealed that 33% felt that "staff listened well to one another's point of view"

and 24% felt that "staff was flexible and open to change". In spring interviews with the new principal, 32% of staff mentioned the need to improve staff climate.

4. During our cycle of inquiry we recognized a lack of a defined system for tracking interventions and for identifying students who may need Special Education Services.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

1. Our analyses indicate a needed improvement in reducing existing barriers to student learning so that students on IEPs remain in instruction and that behaviors aren't disrupting learning. As we examined the issue we identified three potential causes for our current results: A. Lack of consistent school-wide behavioral expectations and systems to track, support with interventions, and progress monitor students who are repeatedly referred to the office. B. Inconsistent use of Second Steps, SEL curriculum, and common language that instructs students socially and emotionally and facilitates empowerment of students to be in charge of their behavior. C. An excess of office referrals/suspensions for students with IEPs D. A master schedule void of aligned instructional/intervention blocks which if implemented could reduce the number of students core instruction in the general education classroom.

2. Our analysis also indicated a needed improvement in aligning instruction. We identified two causes for our current results: A. Inconsistent use of district adopted, aligned curriculum. B. There was not consistent opportunity for Special Education and General Education Teachers to collaborate and align instruction for students with IEPs.

3. The analysis also revealed that we need to create a referral process that supports intervention, data collection, and progress monitoring for students needing Tier 2 and Tier 3 supports.

4. Our analysis indicated that we need to intentionally nurture a culture of respect and inclusivity to encourage teamwork and collaboration for students, staff, and families.

C. Additional Data Required

State Participation Rate: 95% participation required

X Area of Strength (95% or more participation)	❏ Area of Opportunity (less than 95% participation)

If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:	

D. Third Grade OSPI Literacy Expectation

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? **66.7%**	**If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ☒ next to your selection.)** **Plan is required: YES ☐ NO X**
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: **Reading:** **Writing:** **Listening:** **Research/Inquiry:**	

Section IV: Theory of Action

Theory of Action

If leadership and staff at Hazelwood collaborate to identify and remove barriers for student learning by implementing school wide systems; delivering aligned SEL instruction; and facilitating a culture of inclusion and respect, then students will be able to focus attention on academic content and our SBA test scores will increase.

Rationale:

1. Implementation of a school wide tiered, systematic process to address student behavioral and academic needs ensures equitable access to learning for all students. A universal system makes expectations clear to students and the process for intervention support clear to teachers and parents. When we have processes that use data as the foundation, we ensure no student "falls through the cracks" and that all needs are being addressed. When we systematically provide intervention for student behavioral needs, the time spent in class and time receiving instructional minutes will increase.
   - Bradshaw, Mitchel, Leaf, J*ournal of Positive Behavior Interventions*, 2010
   - University of Virginia's Curry School Of Education2001-2004 Study supporting Responsive Classroom approach in increasing student achievement.

- <u>Visible Learning</u>, 2011 by John Hattie- factors that make learning visible

2. When students receive consistent, sequential instruction using the district adopted SEL curriculum we can ensure equity of learning opportunity for all students. Using the scope and sequence of adopted curriculum as well as common supplemental curriculum (like Zones of Regulation) support students as we proactively teach social and self-regulation skills school wide. We are able to use common language as a school, transfer skills taught in the classroom to playground application, and sequence instruction to reduce lagging skills. As we intentionally provide students with these skills, the barrier of disruptive behavior will decrease and time spent in instruction will increase.
   - <u>Visible Learning</u>, 2011 by John Hattie- factors that make learning visible
   - Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. *Journal of Applied Developmental Psychology, 26*, 171–200. (Research supporting Second Steps Curriculum)
   - Belfield, Bowden, Klapp, Levin, Shand, & Zander. (2015) *The Economic Value of Social and Emotional Learning*

3. Student achievement increases when schools have a positive, inclusive school culture. Removing the barrier of emotional safety is key in allowing the brain to receive and learn new content as well as for students to be able to take risks in becoming independent problem solvers. In an inclusive, respectful school culture families are more likely to be engaged, issues of bullying decrease, and students are able to focus their attention on new learning.
   - <u>Enhancing Professional Practice: A Framework For Teaching</u>, by Charlotte Danielson- Domain 2
   - University of Virginia's Curry School Of Education2001-2004 Study supporting Responsive Classroom approach in increasing student achievement.
   - <u>Culturally Responsive Teaching And The Brain</u> by Zaretta Hammond

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

A. As a result of our Theory of Action we expect the following:
   - Our school wide SBA ELA scores will increase by 5%.
   - Our school wide SBA Math scores will increase by 5%

2018-2019 Students Without IEPs	2019-2020 ELA Goal For Students Without Disabilities

SBA ELA 78.4%	SBA ELA 82.3 %
SBA Math 67.4%	SBA Math 70.8%

B. To close the achievement gap for our students on IEPs, we expect the following:
- Our SBA math scores for students with IEPs will increase by 10%.
- Our SBA ELA scores for students with IEPs will increase by 10%.

2018-2019 Students With IEPs		2019-2020 Goal For Students With IEPs	
SBA ELA	22.5%	SBA ELA	24.8%
SBA Math	23.0%	SBA Math	25.3%

Section VI: Action Plan

Plan for 2019-20

Key Improvement Action	Description	Timeline
Implementation of universal school wide behavior system that supports all students.	Staff will learn about and collaboratively create systems that support a school wide comprehensive (Tier1, Tier 2 and Tier 3) behavior system that includes an office referral process, common school-wide behavior expectations, and intervention process.	**School Wide Behavior Expectations**- Ongoing September 2019r-June 2020 as implemented and refined. **Office Referral System**- September 2019-January 2020 as created, implemented, and refined. **Office Referral Tracking System**- Ongoing September 2019-June 2020 as implemented and refined. **System to support Office/Teacher as well as**

		School/Home communication- September 2019-January 2020 as created, implemented, and refined. **Implementation of Weekly Problem Solving Team (PST)**- Ongoing from September 2019-June 2020 according to student needs.
Increase staff capacity to support students with IEPs socially, emotionally, and behaviorally so that they can focus on academic instruction.	Our professional learning time for certificated and classified staff will support implementation of district adopted SEL curriculum as well as build understanding of best practices in helping students with behavioral and emotional needs.	**Professional Learning Time during certificated staff meeting, classified staff meetings, and Early Release will include the following training:** - **Adverse Childhood Experiences (ACEs)**- September 2019-November 2019 - **Zones of Regulation**- September 2019-December 2019 - **Culturally Responsive Teaching and The Brain (Hammond)-** January 2020-June 2020
Alignment of Instruction to District Adopted Curriculum	The master schedule team will align grade level specialist times for common planning blocks as well as common blocks of time for instruction. Each grade level will have a common literacy block to simplify intervention and ensure all students have access to core instruction.	**Grade Level Aligned Master Schedule**- ongoing from September 2019-June 2020
Grade Level Aligned Master Schedule- ongoing from September 2019-June 2020	Our professional learning time for certificated and classified staff will focus on creating an inclusive, respectful climate. This learning will be applied to increase family engagement and to create an inclusive learning environment for all	**Professional Learning Time during certificated staff meeting, classified staff meetings, and Early Release will include the following training:**

	students.	- **Increasing student voice into school decisions and instruction** Ongoing September 2019-2020 - **Culturally Responsive Teaching and The Brain** January 2020-June 2020 - **Land Acknowledgements** October 2019 **Implementation of Student Council and other Student Leadership Groups**- Ongoing October 2019-June 2020 **Student Focus Groups**-February 2020 **Family Liaison-** - **Heritage Month Celebrations** Monthly September 2019-June 2020 - **Developing Natural Leaders Program**- October 2019-April 2020 **Coffee With The Principal**-November 2019, January 2020, March 2020, May 2020 **Team Building-**Ongoing September 2019-2020 - **Developing Professional Norms**- September - October 2020 - **Developing Shared**

		Goals and Vision-Ongoing September 2019 -May 2020

Plan for Years 2 & 3

2020-2021:
- We will focus on increasing capacity to support our students on IEPs. Our professional learning plan will focus on using instructional practices that differentiates instruction based on student needs, using data from assessments to determine those needs, and choosing appropriate interventions that close the gap in understanding.
- Continued refinement of the Master Schedule to include intervention blocks and reduce the number of transitions students experience within the school day.
- Refinement and continued development of systems that identify and support students with IEPs.
- Continued development of an inclusive, respectful culture that maximizes the brain's ability to learn.

2021-2022:
- Continued focus on best instructional practices that support students on IEPs so that all students are able to access core instruction, appropriate interventions, and that engagement increases.
- Continued improvement of the Master Schedule so that minutes spent in instruction is maximized and that all students have access to core instruction and interventions appropriate for student needs.
- Sustaining and nurturing an inclusive, respectful culture for students, staff, and families at Hazelwood.

Section VII: Grade Level/Specialist/Department Goals

<u>**Grade Level/Department/Team:**</u> Kindergarten

<u>**Goal:**</u> As a grade level, we will know each student's specific IEP goals and provide targeted instruction in class to meet these goals.

We will measure this formatively by: Observations, progress monitoring using teacher created checklists and curriculum based assessments, DIBELS & 95% progress monitoring.

We will measure this summatively by: TS Gold assessment 3 times per year, DIBELS scores, on demand writing prompts, end of unit math tests.

Action steps we will take to meet our goal:
Intentionally target student IEP goals during play to learn time
- Each teacher will spend 1 morning recess per week providing targeted support for kindergarten students with SEL goals
- Intentionally plan small group instruction (math, reading & writing) incorporating IEP goals
- Communicate with special education and support staff regularly to discuss student progress toward IEP goals
- Communicate with families regularly to discuss student progress toward IEP goals.

Technology- this is how we will use technology to support meeting our goal:
We will incorporate Raz-Kids, Code.org and other programs as it pertains to specific IEP goals.

Grade Level/Department/Team: First Grade
Goal:
We will measure this formatively by: running records, small group work, fluency passages

We will measure this summatively by: Using the district provided Running records to determine pre/post independent reading level

Action steps we will take to meet our goal: Bi-weekly grade level team meetings to look at student data to determine next steps.

Technology- this is how we will use technology to support meeting our goal:
Raz Kids, Moby, Epic

Grade Level/Department/Team: Second Grade

Goal: Our student growth goal for the 2019-2020 school year is to have 90% of second grade LAP (Learner Assistance Program) students and IEP students improve their independent reading levels by the end of the first semester (February).

We will measure this formatively by:
- ➢ Running Records Reading Assessments
- ➢ Oral Reading Fluency (Reader's Theater, and impromptu formative assessments)
- ➢ RAZ-Kids Progression

We will measure this summatively by:
- ➢ Benchmark Curriculum Assessments, DIBELS

Action steps we will take to meet our goal :
- ➢ **S**caffold instruction to meet the needs of all learners.
- ➢ Utilization of routine reading activities (Read to Self, Read Aloud, Read to Someone, Word Work)
- ➢ Use parent volunteers to support all students.
- ➢ Direct instruction as well as Reader's Workshop model instruction
- ➢ Collaborate with colleagues to ensure IEP and LAP goals are met.

Technology- this is how we will use technology to support meeting our goal:
Students will use RAZ-kids, Spelling City, and Moby Max reading and comprehension activities. Teachers will utilize Homeroom for data analysis to better inform best practices for meaningful and retainable literacy instruction.

Grade Level: Fourth Grade
Goal:
In fourth grade, we address students' needs through multiple approaches in order to engage them in reading grade-level texts and also promote growth in reading at their level. Approaches we have and will use include:
1) participation in high-level close reading discussions of grade level text where they are supported with whole group choral reading, audio recordings of text, and partner work with modified written expectations.
2) Small groups in foundational skills at their level, as needed, including fluency group, comprehension groups or leveled partnerships with "just right" readings at their level, differentiated word study groups and materials, and individual conferring with level-appropriate goal setting.
3) Moby practice and feedback: Reading Stories, Informational Text, and Language practice

We will measure this formatively by:
Graphing fluency progress
Assessment Storyworks "Think about It" comprehension questions
Small group comprehension questions
Word Study/Spelling packet, word sorts, and booklets
Individual conferring
Moby Progress Monitoring
Lexia and Imagine for eligible students
Benchmark pre-test and post-test

We will measure this summatively by:
Fluency assessment
Storyworks quizzes

Small group comprehension quizzes
Running records
Word Study quizzes
Moby Reading Placement Tests
Lexia and Imagine for eligible students
Benchmark post-test

Technology- this is how we will use technology to support meeting our goal:
Moby Reading and Language Resources
Lexia and Imagine for eligible students
Storyworks online: audio and vocabulary
Newsela leveled articles for comprehension

If we have protected blocks of time for literacy, then learning support students will not be pulled out during general education literacy.

Grade Level/Department/Team: 5th Grade

Goal:
Learning support students will improve their reading comprehension.

We will measure this formatively by:
Students will be assessed using progress monitoring running records, exit tickets, reading notebook checks, and reading responses.

We will measure this summatively by:
Students will be summatively assessed using running records, benchmark literacy assessments, and SBA scores.

Action steps we will take to meet our goal:
We will work with the learning support teacher to create a schedule for our learning support students that allow them to be present and participate during general education literacy blocks.

Technology- this is how we will use technology to support meeting our goal:
Students will be allowed to use Google Classroom to have access to reading materials and to be allowed to type reading responses. Students will be using Amplify for science which has a large reading component which is all online. Students will use MobyMax as a diagnostic tool and to fill in gaps in their learning. Teachers will use shared documents to keep track of student learning and progress.