



## Continuous School Improvement Plan (CSIP)

School Hazel Wolf K-8

Principal Deborah Nelsen

### School Overview

#### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

#### Mission and Vision

**Mission** Hazel Wolf K-8 is an E-STEM school empowering creative and critical thinkers who nurture themselves, their community, and their environment.

**Vision** Hazel Wolf K-8 students ask questions about the world around them, define problems and develop solutions, collaborate with diverse teams, justify thinking based on evidence, articulate their thinking, and model and practice attitudes that grow and support innovation.

### School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

After a review of our data from Spring 2017, and Fall 2017, our school has determined the following areas of concern about student learning.

1. K-3 Reading – Our students identified as red and yellow, at each grade level in reading, needing tier 2 and 3 interventions.
2. 4-5 Math – Our students who demonstrated proficiency in math at level 1 or 2 who need tier 2 and 3 interventions.
3. Middle School Math – Our level 2 students in math, especially our students of color, who need to be moved to level 3 (or 4), through core and tier 2 interventions.

As a school we have chosen these areas to focus on as our priorities for the 2017/18 school year.

Also, our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if they did not test. Primarily Special Education and students with chronic attendance issues.

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| <p>We will use research-based strategies that help targeted students.</p>              | <p>Research based strategies which support all students begin with focusing on our core instruction. We will continue to focus on this by assuring that classrooms are implementing high leverage teaching moves which include: clear teaching point, modeling, use of vocabulary, look for justification or reasoning, promote rich an engaging discourse, public records, notebooks, and ongoing formative assessment. We will also continue our work on aligning our curriculum between grade levels, and better understanding of the pre-requisite skills prior to our individual grade levels. At Hazel Wolf K-8 we meet in Elementary MTSS teams to identify students needing additional support. We identify students as red (well below grade level proficiency) or yellow (below proficiency), and target with additional tier 2 or 3 interventions. We align our resources to provide additional staff who can reteach, supplement, or provide direct instruction to those identified students. We have structured our master schedule in a way that provides 30-40 minutes of daily "FIT (Flexible Instructional Time), where students are provided with intervention or extension. Approximately every 6 weeks we review student progress, and make instructional adjustments as needed. At the middle school level, we identify student need based on SBA proficiency levels and provide students with additional instruction in a math improvement class. Progress is monitored on a quarter basis as we assess their growth. Our middle school MTSS will focus around their social emotional health. We will meet every other week to develop support plans for those in need, discussing our interventions, and assigning a case manager. ALO: For our advanced learners we provide walk to math (students can move up one grade in elementary, and 2 in middle school), and provide an honors designation for middle school Language Arts. Within the general education classroom teachers provide instructional grouping so students can be challenged at their academic level.</p> |
| <p>Our school offers professional development that is high quality and ongoing.</p>    | <p>Our professional development plan this year includes the following:<br/> 1. Caring School Community (SEC) PD in August K-5<br/> 2. PLCs (Professional Learning Communities) - ongoing support with a focus on tier 2 interventions 3. PLC Institute for those who haven't attended the official Solution Tree training – August 2017<br/> 4. Project Based Learning (Some MS Staff)<br/> 5. Data Portal Training – All staff (September 2017))<br/> 6. F&amp;P Assessment Training – K-5 and MS ELA (September 2017)<br/> 7. Mind Up Training for MS (Ongoing throughout year)</p>   |
| <p>Our school will increase parent/family engagement.</p>                              | <p>Our family survey results show that some families don't feel their own culture reflected in the school. This is an issue our race and equity team will look at more closely this year. Communication with families happens through the monthly newsletter "Paw Print", the Hazel Wolf K-8 website, Facebook, Principal's Weekly Review, Schoology, and classroom newsletters. Individual teachers communicate with classroom families as needed/requested. Additionally, the principal and PTSA President meet on a weekly basis to stay updated on all issues and/or concerns.</p>  |
| <p>Our staff is involved in decision-making.</p>                                       | <p>Our staff climate survey from Spring 2017 indicates that 89% of the staff feel included in decision making related to budget, school improvement plan, and student learning practices, compared to the district average of 78%. Our decision making matrix clearly defines who makes which decisions, and which decisions staff have full control over versus making recommendations. The Building Leadership Team is comprised of grade level, content area, and specialist representatives and is typically the group which makes recommendations to staff.</p>  |
| <p>We will assist our students to meet standard.</p>                                   | <p>During the school year we use classroom based formative assessments, unit tests, and reading inventories to identify students who are not meeting standards. Students at risk of not demonstrating proficiency by the end of the year are provided with additional tier 2 interventions, with the MTSS team monitoring their growth every six weeks.</p>   |
| <p>Retain high quality, highly effective, and highly qualified staff.</p>              | <p>Our 40+ certificated staff have an average of 11 years of experience, and 78% of them have a Masters Degree or higher.<br/> Staff survey indicated the following: Principal supports and models the importance of PLC work 89%, Principal actively develops leadership capacity among staff 87%, and Diversity is valued by the principal 90%</p>  |
| <p>How do we support the transitions of new students and families into our school?</p> | <p>Students in our pre-school visit our Kindergarten classes to learn more about what it will look and feel like. Our new Kindergarten's are transitioned into our school in August during a week of Jump Start. This week orients them to the building, and they learn how things work on the playground, in the lunchroom, etc. The majority of our 5th graders remain for middle school, approximately-95%. During the spring we provide some transitioning for them as they spend an afternoon in the middle school, rotating through different classes and learning about the culture of middle school. We transition our 8th graders in High School by providing them visits with the High School counselors, and often providing them with panels of previous Hazel Wolf K-8 students who can give advice and answer questions they might have.</p>  |
| <p>Our system of support assures our highly qualified staff are support students.</p>  | <p>At the elementary level we have developed a master schedule which provides all grade levels with access to our ELL, SpEd, Literacy and Math Specialists throughout the day. This enables our students to access the resources they need by the individual the most qualified to help them. In middle school our teachers are assigned based on their highly qualified status and their level of experience with grade levels and curriculum.</p>   |

The following table describes how funds are allocated to support and improve student learning.

| Multi-Tiered System of Support Budget |              |                                   |           |  |
|---------------------------------------|--------------|-----------------------------------|-----------|--|
| Academic Year                         | Funding Type | Funding Source                    | Amount    | How Funds will improve student learning  |
| 2017-2018                             | Combined     | Learning Assistance Program (LAP) | 41,943    | Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.         |
| 2017-2018                             | Combined     | Basic Education                   | 4,638,535 | Instruction for all students aligned to state standards.   |
| 2017-2018                             | Combined     | Supplemental Funding              | 2,500     | Additional support for students  |
| 2017-2018                             | Combined     | Free and Reduced Lunch (FRL)      | 56,323    | Funding to support MTSS supports at all schools.   |
| 2017-2018                             | Combined     | Family Education Levy MS          | 40,568    | City Levy funds to support targeted students and increase attendance at funded schools.                                |
| 2017-2018                             | Specific Use | Transitional Bilingual            | 90,499    | Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success |
| 2017-2018                             | Specific Use | SPED                              | 1,077,167 | Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP                      |

| Building Based Goals We have chosen to focus on the following area(s) over the current school year                         |  |                            |                             |
|--|--|----------------------------|-----------------------------|
| Gap Closing Goal(s)  |  |                            |                             |
| Problem of Student Learning  | What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)  | Assigned to:               | Target Date for Completion: |
| Our 4th and 5th grade students at level 1 and 2 in reading, based on Spring 2017 SBA, are predominantly students of color. | 75% of students who scored at a level 1 or 2 on the ELA SBA in June 2017 will increase by 1 level as indicated on the June 2018 SBA. | 4th and 5th Grade Teachers | June 2018                   |

| Cluster of Teachers/ Grade Level Goal(s)   |  |                               |                             |
|--|--|-------------------------------|-----------------------------|
| Problem of Student Learning  | What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)  | Assigned to:                  | Target Date for Completion: |
| In math, our underserved students are performing below region and district at a much higher rate than reading (which is typically above region and district) | Based on end of year math data, scores will indicate that our underserved students will be at or exceed both the region and district proficiency levels. | Math Teachers, Administration | June 2018                   |

| Whole School Goal           |   |              |                             |
|-----------------------------|---|--------------|-----------------------------|
| Problem of Student Learning | What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired) | Assigned to: | Target Date for Completion: |

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| Middle school students and their ability to understand and regulate their moods and feelings. |  | MS staff and counselors | June 2018 |
|---|--|-------------------------|-----------|

| School Culture Goal   |   |                         |                             |
|---|---|-------------------------|-----------------------------|
| Problem of Student Learning   | What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)   | Assigned to:            | Target Date for Completion: |
| Middle school students and their ability to understand and regulate their moods and feelings. | The end of the year climate survey for 2018 will indicate that MS students are aware of their moods and feelings 85% of the time. 2017 data indicated that only 74% of students were able to do this. | MS staff and counselors | June 2018                   |