



Continuous School Improvement Plan (CSIP)

Hazel Wolf K-8

2016 - 2018

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. The Hazel Wolf K-8 BLT reviewed and approved the 2016-17 CSIP on November 14, 2016.

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.

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

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 2016, and Fall 2016, our school has determined the following four concerns 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.

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Red (well below grade level)	13	7	4	12
Yellow (below grade level)	13	9	9	9

2. **4-5 Math** – Our students who demonstrated proficiency in math at level 1 or 2 who need tier 2 and 3 interventions.

	4 th Grade	5 th Grade
Level 1 Students	7 students (6/7 students of color)	3 students (3/3 students of color)
Level 2 Students	9 students (5/9 students of color)	12 students (8/12 students of color)

3. **Middle School ELA** – We are concerned about the number of students who dropped from level 4 to level 3/level 2 (54 students, 24% of the group), as well as the number that dropped from level 3 (proficient), to level 2/level 1 (12 students). The number of those who lost ground, is double what was seen in math.

4. **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.

6th Grade – 15 students (12/15 students of color)

7th Grade – 15 students (9/15 students of color)

8th Grade - 15 students (7/15 students of color)

As a school we have chosen these areas to focus on as our priorities for the 2016/17 school year.

We will use research-based strategies that help targeted students.

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 Read 180 class, or a math improvement class. Progress is monitored on a quarter basis as we assess their growth.

	<p>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:</p> <ul style="list-style-type: none"> · ACES (Adverse childhood experiences)/Trauma Training · PLCs (Professional Learning Communities) - ongoing support with a focus on essential standards and use of formative assessments · Wired for Reading (K-3 Staff) · Formative Assessment Practices Institutes (5th math, MS ELA) · Elementary Math Trainings (K-5) · Project Based Learning (Some MS Staff) · Use of new building site (all staff as part of E-STEM)
<p>Our school will increase parent/family engagement.</p>	<p>Our family survey results show a high level of satisfaction with their informal and decision making compared to others, 81% compared to district average of 75%. 83% of the families responded favorably when asked about how the school partners with families to improve the learning environment at school.</p> <p>Communication with families happens through the monthly newsletter “Paw Print”, the Hazel Wolf K-8 website, Facebook, Principal’s Weekly Update, 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 2016 indicates that 74% of the staff feel included in decision making compared to the district average of 59%. 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.</p> <p>Staff survey indicated the following: I enjoy working at this school most days - 98% responded favorably This school has a collaborative work culture – 98% responded favorably Continuous professional learning is highly valued by staff – 94% responded favorably</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>Since we have students entering our kindergarten from so many different pre-kindergarten experiences, we have not created any specific links with any of them. Our new Kindergartner’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 90-95%. 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
2016-2017	Combined Funds	General Education Dollars	4,202,600	Reading Specialist
2016-2017	Specific Use Funds	Transitional Bilingual	41,727	ELL student support
2016-2017	Combined Funds	Self Help	38,687	Tutoring
2016-2017	Combined Funds	PTSA Grant	15,000	Partial funding of E-STEM Coordinator
2016-2017	Combined Funds	Free & Reduced Lunch	59,654	Math Support
2016-2017	Combined Funds	Learning Assistance Program (LAP)	49,820	Reading Support
2016-2017	Specific Use Funds	SpEd	990,976	1:1 and small group direct instruction based on IEP goals
2016-2017	Combined Funds	FEL	41,232	Tutoring in math and reading

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Our 4 th and 5 th grade students at level 1 and 2 in math, based on Spring 2016 SBA, are predominantly students of color 67%. (See specific data under #1)	<ol style="list-style-type: none"> 75% (25/34) of 4th and 5th graders who scored at a level 1 (9 students) or level 2 (25 students) on the Spring 2016 Math SBA, will increase by one level as assessed by the 2017 Math SBA. 75% (25/33) of our K-3rd grade students identified as "red" focus students, will increase to yellow status, or meet proficiency as assessed by the TC assessment by Spring 2017. <p>Math - We will frequently assess throughout the year through exit tickets, formative assessments, and unit tests. Reading – We will frequently assess with running records, sight words, and Wired for Reading Assessments</p>	4 th and 5 th grade teaching team, math specialists and administration	June 2017

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Student Climate Survey (3-5)</p> <p>Students in my school treat each other with respect (3-5, 43% 87/201) responded favorably – MS 54% 108/199)</p> <p>Adults notice if someone is bullied at school (3-5, 54% 112/206 responded favorably, MS 49% 98/202)</p>	<p>Based on the Spring 2017 student climate survey, 65% (260/400) of our students, 3rd-8th grade will respond favorably that students in their school treat each other with respect, and that adults notice if someone is bullied.</p>	<p>All Staff and BLT</p>	<p>June 2017</p>