



2023-26 Continuous School Improvement Plan (C-SIP)

Hazel Wolf K8

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Hazel Wolf K8

Principal: Dr. Maria Breuder

Members of the Building Leadership Team and Parent/Guardian Partners: Erica Wheeler, Dawn Nadeau, Shannon Warner, Jessica Thomashow, Corinne Grandbois, Jessica Dolin, Laura Mah, Tamara Alston, Sean House, Christy Lommers, Rachel Sullivan, Emily Valdez, Evelyn Shelby, Camille Mulchi, Christa Kleiner, PTSA President (Board rep.)

Community Partners (Community Based Organizations): Hall of Fame
Pinehurst PreK & Childcare



[Hazel Wolf K-8 School Report](#)

[Hazel Wolf K-8 School Climate Survey](#)

School Overview

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 learning. Our vision is to create a collaborative, caring, and inclusive community rooted in anti-racist practice. We empower students to become compassionate, socially responsible individuals who positively impact the world.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

Hazel Wolf K-8's 6th - 8th grade students will indicate that their teachers connect what they learn to their interests, experiences, or cultural background at an increased level, as evident by an increased % of favorable from 58% to 65% on the 2024-26 Spring Climate Surveys.

By the 2025-26 school year, students of color furthest from educational justice will report an increase in neutral and positive responses by 5% in each of the Safe and Welcoming subcategories in the Student Climate Survey ("Belonging and Relationships" responses will increase to 86%, "Equity/Anti-racism" responses will increase to 90% and "Positive Behavior and Safety" responses will increase to 90%.

One-year Goal:

By the 2023-24 school year, students of color furthest from educational justice will report an increase of 5% the "Belonging and Relationships" category of the Student Climate Survey, averaging an 90%.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Evidence of alignment to student outcome focused governance:

Hazel Wolf K-8 is focused on creating healthy and welcoming environments and this includes creating a sense of belonging and purpose within our classrooms.

This Guardrail supports the vision of the school through continued analysis of survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align Hazel Wolf K-8 continuous school improvement plan, district, and state goals.

Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SIT reports
- RET Reports
- Mentorship Participation
- Club and Community Participation
- Sports and Community Participation
- Extracurricular Participation
- Professional Development

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

To promote a culture of caring and belief in Black Excellence and promote the institutionalization of racial equity we retain RET and BLT, which includes family/community and student members, oversight of our Continuous School Improvement Plan and Professional Development Committee.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Professional learning that is proving to be powerful and effective in ensuring that learning environments are Joyful, Safe, and Anti-racist include: teacher-generated Professional Development focused on land-based pedagogy, grading for equity, project-based learning, collaborative curriculum building, Culturally responsive Teaching – Cultivating Genius, Zaretta Hammond, departmental C-SIP aligned goal setting, and professional learning communities. During the 2022-23 school year, we devoted PD time to creating school-wide BLM at Schools lessons in interdepartmental groups.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Equitable access and shared vision amongst the learning community (staff, students, specialists, and families)
- All students have access to horizontally and vertically aligned curriculum including advanced coursework with any necessary tier two and tier three supports
- Teaming structures (grade level, departmental, inter-departmental, inter-committee, staff inclusive, student aligned, family inclusive) to support sustained collaboration
- Assessment and reliable data informed practice and processes
- Alignment to Hazel Wolf's continuous school improvement plan.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Equitable access and shared vision amongst the learning community (staff, students, specialists, and families)
- Teaming structures (grade level, departmental, inter-departmental, inter-committee, staff inclusive, student aligned, family inclusive) to support sustained collaboration
- Alignment to Hazel Wolf's continuous school improvement plan.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

By the spring of 2026, 85% of 3rd-grade students at Hazel Wolf K-8 will meet or exceed grade-level standard as measured by the SBA.

The percent of 3rd Grade Students of Color FFEJ projected proficient or above in ELA on the SBA will increase from a baseline of 33%.5 to a target goal of 75% by 2025-26.

One-year Goal:

By the spring of 2024 70% of all 3rd-grade students at Hazel Wolf K-8 will meet or exceed grade-level standard as measured by the SBA.

The percent of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 53.6% to a target goal of 75% by 2023-24.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

We will use dibels, SIPPS, BAR placement, MAP, and informal daily assessments to determine which students need additional intervention and supports in order to be successful. This information will be reviewed through MTSS and grade level PLCs.

One of our TLC's is leading MTSS work, including providing opportunities for staff to analyze student data to track student's progress, areas support and develop teacher ability conference with and share data with students and families, as well as provide intervention supports.

To ensure that we move towards our priority 3-year SMARTIE goal, we will create and monitor each year's interim SMARTIE goal. Additionally, we will track the 2025-26 cohort during their 1st grade in 2023-24, 2nd grade in 2024-25, and 3rd grade in 2025-26 by screening school and district measures.

During each interim SMARTIE goal cycle, we will create and monitor MAP 3 times per year, Dibels in 1st and 2nd grade, CCC assessments, and Multi-Tiered Systems and Supports (MTSS) intervention data.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

This guardrail supports the work at Hazel Wolf K-8 to have student centered instructional practices that meet the needs of all students. Our universal design approach for students creates conditions in the classroom in which all students are feeling academic success. We aim to use our youth participatory programs, such as student affinity groups, mentorship opportunities, ASB Council to increase our efficacy in highlighting our students cultures and backgrounds. Our RET group is working hard to increase our staff conversations around race and equity. We will also continue to look at our PLC practices such as common formative assessments that will drive our instruction in language arts.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Flexible, small group instruction for reading and math
- Use of data and progress monitoring
- Tier 1 strategies in the classroom
- PBIS
- Restorative practices that are both proactive and skill building, as well as responsive for the purpose of repairing and healing situations

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Professional development on differentiation
- Professional development on using data to inform instruction
- Time at regular intervals to analyze data as a PLC

These strategies will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes because it ensures that all students, including students of color furthest from education justice and special education students, receive the supports that are needed to make progress.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- MTSS documents that include all students in each classroom
- Analyzing whole school trends and disproportionality by varying demographics at regular intervals
- Scheduling regular MTSS meetings to discuss and track trends by grade and by individual
- Partnering with family members as central contributing members during SIT (Student Intervention Team) meetings.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Monitoring whole school screener data based on state, district, and building common assessments
- Referring students to 3 cycles of Academic Intervention Support (AIS) in grades K-3 or Learning Assistance Program (LAP) for grades 4 and 5 in literacy, math intervention, and tutoring in math and reading.
- Conducting three 8-week cycle meetings for each grade level to discuss students of concern that are not making progress academically and creating plans of support with targeted growth goals.
- If academic growth is not met through the above, having Student Support Team (SST) meetings with families to strengthen the plan with parents as central contributing members of the team. Please note, that parents are contacted throughout the process so if it reaches an SST meeting, there are no surprises.
- If a plan of support does not lead to the child's growth, we may engage the school psychologist, the school 504 coordinator, or connect with any outside support a family may be working with.
- Math and Reading Intervention
- SIT meetings
- MTSS meetings
- Increasing school wide Tier 1, 2 and 3 practices and interventions
- PBIS
- Restorative Practices

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

- Referral to SPS Summer of Learning programs
- Evening events and performances that connect families to the instruction and engage families in student learning
- Curriculum Night
- PTA funded after-school enrichment activities

Homework Policy: In Progress

Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators

working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percent of 7th- Grade Students of Color FFEJ projected proficient or above in Math on the SBA will increase from a baseline of 26.1% to a target goal of 75% by 2025-26.

One-year Goal: In Progress

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

To ensure that we move towards our priority 3-year SMARTIE goal, we will create and monitor each year's interim SMARTIE goal. Additionally, we will track the 2025-26 cohort during their 5th-grade year 2023-24, 6th-grade 2024-25, and 7th-grade in 2025-26 by screening school and district measures.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

To achieve Guardrail 3, Hazel Wolf K-8 School will continue creating a safe and welcoming environment. Students thrive in healthy, safe, engaging, supported and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to meet the priority.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Universal Design for Learning (UDL)
- Small group work and differentiation
- Social-Emotional Learning

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Professional development on Restorative Practices
- Professional development on UDL
- Professional development on using data to inform instruction
- Time at regular intervals to analyze data as a PLC and as a staff
- Internal and external presenters to guide our work

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Multilingual learners - Tier 1 - Universal Supports (all students, centering ML students)

To effectively educate Multilingual Learners, teachers shall assess each student's academic and language development needs and tailor their instruction accordingly. Teachers also closely monitor student progress. .

- Universal Design for Learning (UDL)
- Small group work and differentiation
- Social-Emotional Learning
- Support for all newcomer MLs as part of their core "Tier 1" program
- Newcomers are encouraged to use their primary language to demonstrate understanding in content area classes
- All teachers are language teachers and focus instruction on the content specific academic language required.
- Academic vocabulary development

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Language scaffolds in place for ALL LEARNERS ex: graphic organizers, sentence and paragraph frames, explicit models of exemplars for each assignment.
- Learning targets - posted and reviewed
- All verbal instructions paired with visuals or checklists
- Printed versions of online materials made available for all students
- Savvas Successmaker used at all grade levels to monitor progress toward grade level.
- Mastery grading allows for retakes.
- Modified assessments that may remove one choice from the multiple-choice options.
- Opportunity to complete tests orally.

Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs: In Progress

Homework Policy: In Progress

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

90% of families that responded will respond favorably to our Spring 2026 school created community based survey that asks the same four race and equity questions present on the student climate survey.

One-year Goal:

75% of families that responded will respond favorably to our Spring 2024 school created community based survey that asks the same four race and equity questions present on the student climate survey.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Parent led multi-cultural affinity group will continue for families to celebrate and learn together, with the goal of creating a safe and welcoming environment at school.

Parent based equity group will continue to exist and work with the school racial equity team and parent PTA group.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

The professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding include:

- Multilingual Plan
- TLC Plan
- PTSA Plan
- RET Plan
- MTSS Plan

This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes by creating two-way communication channels between school and families.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- PTA Executive Board meetings
- Parent volunteer and leadership events for school community building
- Local community partnerships and engagement with Chamber of Commerce

This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes by creating two-way communication channels between school and families.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

This Guardrail supports the vision of the school through continued analysis of survey data; mentorship participation; student participation in student-led activities; classroom attendance data; club, extracurricular, and sports participation; drop-in counseling office hours; professional development related to a safe, welcoming, and anti-racist environment; and to align Hazel Wolf K-8 continuous school improvement plan, district, and state goals.

The Professional Development team and Racial Equity Team will develop a plan to foster and improve a culturally responsive workforce using data, evidence, and artifacts through teacher-generated workshops and committees. Evidence, artifacts, and data may include:

- Climate Survey Data
- Attendance Reports
- Grade Reports
- MTSS and SRT reports
- RET and HWK8 reports
- Mentorship Participation
- Club and Community Participation
- Sports and Community Participation
- Extracurricular Participation
- Professional Development

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

Based on multiple data sets that illuminate evidence of a belonging and relationships, we seek to promote the institutionalization of racial equity and build a culturally responsive workforce that reflects the needs of and represents our community.

The Professional Development team and Racial Equity Team will develop a plan to foster and improve a culturally responsive workforce using data, evidence, and artifacts through teacher-generated workshops and committees.

By the 2023-24 school year, as measured in the staff survey, 80% or above of staff will describe themselves as have a strong sense of belonging and relationships in the building; and will continue to be above the district average. Essential practices will include:

- Staff Climate Survey
- Affinity groups
- Safety Committee

- Racial Equity Team (RET)
- Building Leadership Team

The teacher generated professional learning plan at Hazel Wolf K-8 for the 2023-24 school year that will support implementation of the culturally responsive strategies, processes, or procedures that support belonging and relationships include:

- MTSS
- PBIS & SEL
- Teacher Induction
- Student Growth Goals
- E-STEM alignment
- Racial Equity & Culturally Responsive Teaching

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

Based on multiple data sets that illuminate evidence of a safety, bias, and wellbeing staff may be experiencing, we seek to promote the institutionalization of racial equity and build a culturally responsive workforce that reflects the needs of and represents our community.

The Professional Development team and Racial Equity Team will develop a plan to foster and improve a culturally responsive workforce using data, evidence, and artifacts through teacher-generated workshops and committees.

By the 2023-24 school year, as measured in the staff survey, 65% or above of staff will describe themselves as having a sense of safety and nonbiased wellbeing environment; and will continue to be above the district average. Essential practices will include:

- Staff Climate Survey
- Safety Committee
- Aligned practices for transitory spaces

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

Based on multiple data sets that illuminate evidence of leadership opportunities and support staff may be experiencing, we seek to promote the institutionalization of racial equity and build a culturally responsive workforce that reflects the needs of and represents our community.

The Professional Development team and Racial Equity Team will develop a plan to foster and improve a culturally responsive workforce using data, evidence, and artifacts through teacher-generated workshops and committees.

By the 2023-24 school year, as measured in the staff survey, 72% or above of staff will describe themselves as having leadership and support opportunities provided; and will continue to be above the district average. Essential practices will include:

- Teacher Leader Cadre (TLC)
- Building Leadership Team

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: LAP

Amount: \$58,000

How will funds improve student learning? Fund 0.4 Academic Intervention Specialist to focus on K-2 Literacy

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Baseline

Amount: \$40,000

How will funds improve student learning? Tutors to support K-2 literacy intervention

Academic Year: 2023-24

Funding Type: Specific

Funding Source: WSS

Amount: In Progress

How will funds improve student learning? Academic Intervention for math and literacy

Academic Year: 2023-24

Funding Type: Specific

Funding Source: PTSA

Amount: \$10,000

How will funds improve student learning? Affinity groups to support students FFEJ