



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Hazelwood Elementary

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

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)	452	NA	Two or More Races	38	8.41%
American Indian/Alaskan Native	5	1.11%	English Language Learners	106	23.45%
Asian	72	15.93%	Homeless/McKinney-Vento	3	0.66%
Black/African American	32	7.08%	Low Income	154	34.07%
Hispanic/Latino	101	22.35%	Section 504	9	1.99%

Native Hawaiian/Other Pacific Islander	2	0.44%	Students with Disabilities	124	27.43%
White	202	44.69%	Student Mobility	11	2.43%

*The data in this table is from the 19-20 school year.

Student, Family and Community Involvement in Plan:

Families and community input will be used to help shape our work at Hazelwood. We work closely with our Family Liaison to facilitate input opportunities that intentionally include our historically underserved family population. Opportunities for input during the 2020-2021 school year will include the following:

- Family/Principal Connection Meetings Via Zoom (4 times throughout the year)
- Creation and implementation of a Natural Leaders program
- Parent representation on our Equity Team (monthly meetings)
- Creation of a parent advisory team
- PTA (Involvement and input opportunity at monthly meetings)
- Survey Input Opportunities: Family Feedback Regarding Remote Learning/Hybrid

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

- Student climate/feedback survey regarding remote learning
- Student SEL Wellness Screener
- Student SEL Survey
- Principal connection meetings for students

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

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection: The goal for 2019-2020: 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 by 5%. For students with IEPs, our SBA test scores will increase by 10%.
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	<p>We don't know for sure if we met this goal. Because of COVID school closure, SBA was cancelled. However, the formative TC Running Records data, ELPA test scores, and formative data for system implementation, indicate that the goal was not met. Here is a collection of this data.</p>																																																								
<p>Academic Measures</p>	<p>Running Records/Independent Reading Levels (Prior to COVID school closure) indicate the following growth.</p> <table border="1" data-bbox="548 516 1167 1081"> <thead> <tr> <th>Grade</th> <th>% At Or Above Standard Fall 2019</th> <th>% At Or Above Standard Winter 2020</th> <th>% Growth</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>42.85%</td> <td>49.2%</td> <td>+6.35%</td> </tr> <tr> <td>2</td> <td>32.75%</td> <td>53.44%</td> <td>+20.69</td> </tr> <tr> <td>3</td> <td>46.14%</td> <td>47.68</td> <td>+1.54</td> </tr> <tr> <td>4</td> <td>46.15%</td> <td>47.36</td> <td>+1.21</td> </tr> <tr> <td>5</td> <td>24%</td> <td>33.32%</td> <td>+9.32%</td> </tr> <tr> <td>6</td> <td>17.78%</td> <td>26.18%</td> <td>+8.84%</td> </tr> </tbody> </table> <p>Students with IEPs showed the most progress as they grew out of the "Below Standard" Running Records/Independent Reading Levels (Prior to COVID school closure) as indicated below.</p> <table border="1" data-bbox="548 1251 1138 1816"> <thead> <tr> <th>Grade</th> <th>% Below Standard Fall 2019</th> <th>% Below Standard Winter 2020</th> <th>% Growth</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>83.3%</td> <td>66.7%</td> <td>16.6%</td> </tr> <tr> <td>2</td> <td>80%</td> <td>66.7%</td> <td>13.3%</td> </tr> <tr> <td>3</td> <td>81.3%</td> <td>68.8%</td> <td>12.5%</td> </tr> <tr> <td>4</td> <td>81.8%</td> <td>81.8%</td> <td>0%</td> </tr> <tr> <td>5</td> <td>80%</td> <td>95%</td> <td>-15%</td> </tr> <tr> <td>6</td> <td>87.5%</td> <td>81.8%</td> <td>5.7%</td> </tr> </tbody> </table>	Grade	% At Or Above Standard Fall 2019	% At Or Above Standard Winter 2020	% Growth	1	42.85%	49.2%	+6.35%	2	32.75%	53.44%	+20.69	3	46.14%	47.68	+1.54	4	46.15%	47.36	+1.21	5	24%	33.32%	+9.32%	6	17.78%	26.18%	+8.84%	Grade	% Below Standard Fall 2019	% Below Standard Winter 2020	% Growth	1	83.3%	66.7%	16.6%	2	80%	66.7%	13.3%	3	81.3%	68.8%	12.5%	4	81.8%	81.8%	0%	5	80%	95%	-15%	6	87.5%	81.8%	5.7%
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ELPA Testing was completed just prior to COVID school closure and can see the following information:

- 108 students/42 IEP dual identified
- All decreases in proficiency were students who also had IEPs

Grade	# increased proficiency	# stayed same proficiency	# decreased proficiency
K	3	12 (1 IEP)	3
1	6 (1 IEP)	12 (1 IEP)	
2	6	12 (5 IEP)	
3	3	13 (10 IEP)	1 (1 IEP)
4	2 (1 IEP)	8 (4 IEP)	2 (2 IEP)
5	4	13 (9 IEP)	1 (1 IEP)
6	1	6 (4 IEP)	

Due to COVID-19 school closure, the state Smarter Balanced Assessment was cancelled. In replacement of the SBA, we selected the Fall 2020 i-Ready Math Assessment and i-Ready Reading Assessment. In an independent study run by the Educational Research Institute of America, i-Ready was found to have strong correlations to Common Core-based summative assessments. Additionally, i-Ready has a predictive proficiency for Common Core summative assessments and indicates how students will likely perform on the SBA.

Fall 2020 i-Ready Reading Scores

Grade	% Met Standard	% Did Not Meet Standard
4th	64%	36%
5th	65%	35%
6th	59%	41%

Fall 2020 i-Ready Math Scores

Grade	% Met Standard	% Did Not Meet Standard
4th	69%	31%
5th	74%	26%
6th	57%	43%

<p>School Wide Systems</p>	<p>Part of our goal included the development of schoolwide behavior systems used to support students and to increase time students spent in the classroom engaged in learning. The data below indicates that although some progress was made, we still have some opportunity gap for students with IEPs.</p> <ul style="list-style-type: none"> ○ The following systems were implemented: School-Wide Common Expectations (The Hazelwood Way), Behavior Pathway outlining classroom managed and office managed behaviors; break spaces within the classroom, a Calm Corner located in the office with a focus on self-regulation so students could return to class ready to learn, and a conflict resolution system based on restorative practice. ○ SWIS Data revealed the following. <ul style="list-style-type: none"> ■ In 2018-19 September-June there were 281 referrals for physical aggression. In 2019-20 September-February there were 49 referrals for Physical Aggression. ■ In 2018-19 September-June there were 84 referrals for defiance, insubordination, noncompliance. In 2019-2020 September-February, there were 25 referrals for defiance, insubordination, noncompliance. ■ During September-October 2019 the highest numbers of office referrals came from lunch recess. We implemented a lunchroom positive behavior incentive system as well as structured playground zones for supervision. The number of office referrals during lunch recess decreased from 27 referrals (Sept. -Dec. 2019) to 7 referrals (Jan.-mid March 2020)
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	<ul style="list-style-type: none"> ○ Office Log Calm Corner Log indicated that in September 61% of students referred to the office had IEPs. We instituted a system so that students with IEPs were sent to case managers first before the office for interventions based on their IEP goals. By mid-March 36% of students referred to the office had IEPs. ● A new system that helped make progress toward our school goal was implemented by creating weekly Problem Solving Team meetings for behavioral and academic interventions . There wasn't a consistent referral process in place for students with repeated academic or behavioral struggles. This new team met weekly and consisted of the School Psychologist, ELL/LAP teacher, teacher representative, SInC, and Principal, with the emphasis on intervention and data collection to determine effectiveness. <ul style="list-style-type: none"> ○ Problem Solving Team <ul style="list-style-type: none"> ■ In 2018-19 there was not a system in place to track the number of referrals or problem solving meetings ■ In 2019-2020 we were able to track the following information as a baseline for referrals. <ul style="list-style-type: none"> ● 24 initial meetings ● 21 follow up meetings (among the 21 follow up meetings, 3 students had 2 meetings). ● 5 subsequent special education evaluations post PST process ● 2 special educational evaluations with no PST (direct referral by parent)
<p>Aligned SEL Instruction</p>	<ul style="list-style-type: none"> ● Implemented and carried on during COVID school closure- Second Step Grades (classroom teachers) K-3 (September- June) ● Implemented from September-Mid March SEL Curriculum- (school counselors) Grades 4-6 but did not carry on after COVID closure. ● Zones of Regulation implemented and carried on after COVID school closure in each class as well as break space provided for student self-regulation in the classroom from September-March 2020.

	<ul style="list-style-type: none"> ● Conflict resolution process taught and facilitated on the playground, PE, and with students referred to the office from September 2019-March 2020. ● Assembly, announcements, visual supports throughout the school for school-wide behavior expectations, (The Hazelwood Way) implemented and carried on during COVID School Closure with remote behavior matrix. ● Responsive Classroom used in 13/21 General Education Classrooms and practices implemented during Zoom meetings during COVID school closure.
Professional Learning	<ul style="list-style-type: none"> ● All staff participated in Professional included ACE's and Trauma Responsive Practice, De-Escalation Strategies, Zones of Regulation. ● Principal/SInC attended Trauma Informed Conference in preparation for staff training planned for the 2020-2021 school year ● District leaders also provided 2 sessions of Equity 101 Training to staff in preparation for the whole staff book study <u>Culturally Responsive Teaching And The Brain</u>, however this training was interrupted due to COVID school closure.
School Culture (Staff/ Student/Families)	<ul style="list-style-type: none"> ● We completed the SEL Student Survey in February 2020 as a baseline for SEL growth. We were not able to complete the Spring survey due to COVID school closure. The survey in February revealed <ul style="list-style-type: none"> ○ 49% of students had a growth mindset compared to 52% in Edmonds School District. ○ 49% of students had self-efficacy thinking compared to 52% in Edmonds School District. ● During the COVID closure we created two engagement teams. One team identified students with language barriers and the other team identified students with family crisis. We determined interventions accordingly. Engagement surveys revealed <ul style="list-style-type: none"> ○ 84% student engagement in April 2020 ○ 88% student engagement Mid-May and June 2020 ● In an effort to increase family communication, we implemented Hazelwood to Home weekly newsletter during the COVID closure using the Smore platform. This option provided analytic data and a language translation feature.

	<ul style="list-style-type: none">○ In April 2020, there were 239 visitors to the newsletter and in June it increased to 315 visitors.○ As a result of the SEL student survey, we began using the newsletter to support parents in helping their students through the closure crisis and ideas for encouraging mindfulness and a growth mindset.
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How has the progress described above informed your school’s improvement planning for this school year?

After reviewing and analyzing the data provided above we determined that progress was made toward our school improvement goals, but there is still an achievement gap between our students with IEP’s and those without IEP’s. Based on this data, we know that we need to continue our work in addressing this gap.

What impact did the school closure have on your school’s improvement work? With regards to your action plan, what steps were you able to complete or maintain; what steps were you unable to complete?

The school closure due to Covid-19 impacted our work as follows:

- We were not able to complete:
 - School-wide SBA assessments as scheduled
 - Typical grading practices and assessments
 - Collecting data in for office referrals, time out of instruction, systems implementation
 - Family Engagement Focus Groups, Student Focus Groups as planned
 - End of year screeners (Acadience, Running Records, etc.)
- We were able to adjust the following to work toward our school improvement goals during the closure:
 - Use of formative classroom based assessments for informal teacher feedback
 - Continue delivering aligned SEL instruction
 - Increase family communication with SMORE platform that provided data analytics to measure family engagement in communication as well as a translation option for families
 - Focus on student engagement in learning by implementing weekly virtual meetings for two Student Support Teams as well as systems for student referrals and engagement interventions documentation
 - Increase collaborative work in grade levels and job alike, as well as collaboration school-wide between general education teachers, student services teachers, and specialists

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

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. Certificated Staff Interviews (Spring 2019) revealed 84.6% (22/26) of certificated staff value the building culture of staff working together as a team to help students. This was affirmed in the 2020 Staff Behavior Belief Survey which revealed 89.6% indicated they collaborate with colleagues to implement behavioral interventions and plans for students.
2. 83% of families participating in the Spring 2019 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. This was affirmed through data analysis of the SMORE Hazelwood Newsletter platform that measured 315 visitors to the newsletter in June 2020.
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. During the 2019-20 COVID-19 school closure, data indicated that 88% of Hazelwood students were engaged according to the OSPI attendance guidelines.

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 2019 *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. Although we were making progress toward improving, the COVID closure interrupted our efforts to improve and adequately measure this area of needed growth.
2. Despite some inconsistency in utilizing the office referral tracking system, The School Wide Information System (SWIS) end of year 2019 school report revealed that the majority of

office referrals were students who had IEPs. In individual staff interviews conducted in the spring 2019, 52% (13/25) teachers suggested their top priority for improvement would be a clear, consistently used and communicated discipline process. In the 2019 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. As a result we created and implemented office referral systems, conflict resolution process, common building expectations, and school entry procedures. Data collected through SWIS and Calm Corner Office Log during the 2019-2020 school year indicate progress toward improving student behavior, especially for our students with IEPs. 2019-2020 SWIS Data indicated that 11/17 students who were referred over 3 times to the office with conduct reports were students with IEPs.

3. While staff name valuing teamwork and a “sense of family”, the 2019 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 2019 interviews with 32% of staff mentioned the need to improve staff climate. Although we made efforts to improve, we were not able to measure growth in these areas due to COVID school closure and not completing spring 2020 staff survey.
4. Anecdotal 2019-2020 observational notes from the SInC indicated that we need to foster active student engagement during instruction and work to differentiate based on student needs. Recorded repeated phrases from students entering the Calm Corner or referred to the office included: “My teacher expects me to learn everything all at once.”; “I keep getting every answer wrong”; “Everyone else is smarter than me”; “I don’t want to write about my family”; and “I can’t think of anything to write about,”; as well as other phrases expressing frustration with academics.

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 continuing need for 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. A need to continue implementing, refining, and calibrating consistent school-wide behavioral expectations and systems to track, support with interventions, and progress monitor students who are repeatedly referred to the office once we are back in person. B. Incomplete evidence for consistent implementation 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. A continued excess of office referrals/suspensions for students with IEPs

2. Our analysis also indicated a needed improvement in aligning instruction. We identified two causes for our current results: A. Inconsistent understanding of implementation of district adopted, aligned curriculum. B. Although COVID school closure allowed improved collaboration, there was not consistent opportunity for Special Education and General Education Teachers to collaborate and align instruction for students with IEPs between September and March.
3. The analysis also revealed that we need to continue refining and calibrating a referral process that supports intervention, includes data collection, and progress monitoring for students needing Tier 2 and Tier 3 supports.
4. In addition to the work that was started last year, our analysis indicated that we need to reduce barriers for learning by fostering active engagement and scaffolding for students to reduce anxiety and frustration so that they remain in instruction and are able to access learning.

C. Additional Data Required

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p>	

D. Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19? 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 <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<p>If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below:</p>	
Reading: Listening:	Writing: 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 refining school wide systems; delivering aligned SEL and academic instruction; and facilitating active engagement for students and families, then our K-6 reading scores will increase and we will narrow the gap between our students who have IEPS and those who do not.

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, *Journal of Positive Behavior Interventions*, 2010
 - University of Virginia’s Curry School Of Education 2001-2004 Study supporting Responsive Classroom approach in increasing student achievement.
 - Visible Learning, 2011 by John Hattie- factors that make learning visible
2. When students receive consistent, sequential instruction using the district adopted SEL and academic 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.
 - Visible Learning, 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 students are actively engaged in learning. This engagement happens when students are provided an emotionally safe, supportive classroom culture in which they can take risks and make mistakes as a natural part of the learning process. This is especially important to consider during the COVID-19 online learning experience. Social and emotional needs of students must be addressed before the

brain is able to access new learning. Students are also more likely to be actively engaged in learning when instruction is personalized to their individual needs, interests, and learning style. This includes using culturally responsive practices, as well as offering challenges and scaffolding opportunities to make learning accessible for all students. Active engagement also increases when students perceive the learning as important and relevant to their lives.

- The Highly Engaged Classroom, 2011 by Robert J. Marzano and Debra J. Pickering
- The Childhood Trust. (June 2020) *Children In Lockdown: The Consequences of the Coronavirus For Children Living In Poverty*. Study detailing the effects of the pandemic on children.
- CAST (2018). *Universal Design for Learning Guidelines version 2.2*. Retrieved from <http://udlguidelines.cast.org>

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

- A. As a result of our Theory of Action, we expect students in 1st-6th grade students to reach their typical growth goal as determined by the Spring 2021 diagnostic i-Ready assessment. We will also be using other formative data such as Teachers College Running Records and summative data such as SBA if available.

- B. To close our opportunity gap for students with IEPs, we expect students in 1st-6th grade with IEPs to reach their stretch growth goal as determined by the Spring 2021 diagnostic i-Ready assessment. We will also be using other formative data such as Teachers College Running Records and summative data such as SBA if available.

- C. As a result of our Theory of Action, we also expect SEL Wellness Screener results measured below 70% favorable response in September 2020 to increase by 10% in Spring 2021.

SEL Screener Topic	September % Favorable Response	Spring % Favorable Response
Positive Feelings	61%	71%
Supportive Relationships	55%	65%
Challenging Feelings	54%	64%

Section VI: Action Plan

Plan for 2020-21

Key Improvement	Description	Timeline
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Action		
<p>Implementation and refinement of a universal school wide behavior system that supports all students.</p>	<p>Staff will collaboratively refine and implement systems that support a school wide comprehensive (Tier1, Tier 2 and Tier 3) behavior program that includes an office referral process, common school-wide behavior expectations for both in-person and remote learning, and an intervention process.</p>	<p>School Wide Behavior Expectations For Remote and In-Person Learning- Ongoing September 2020-June 2021 as implemented, progress monitored, and refined.</p> <p>Virtual Student Referral System- September 2020-January 2021 as created, implemented, and refined.</p> <p>Student Referral Tracking System- Ongoing September 2020-June 2021 as implemented and refined.</p> <p>Implementation and Refinement of Weekly Problem Solving Team (PST)- Ongoing from September 2020-June 2021 according to student needs</p> <p>Implementation of common Tier 3 Interventionists school wide practices including</p> <ul style="list-style-type: none"> - progress monitoring - parent meeting protocols - collaboration with general education <p>(Ongoing November 2020-June 2021)</p>
<p>Increase staff capacity to support students academically, socially, emotionally, and behaviorally so students can show</p>	<p>Our professional learning time for certificated and classified staff will support implementation of the district adopted curriculum as well as build understanding of best practices in differentiation and engagement</p>	<p>Professional Learning Time during certificated staff meeting, classified staff meetings, and Early Release will include the following training and</p>

<p>academic and social-emotional growth.</p>	<p>strategies.</p>	<p>opportunity:</p> <ul style="list-style-type: none"> - Active Engagement Strategies- September 2020- January 2021 - UDL and Engagement Strategies September 2019- February 2021 - Culturally Responsive Teaching and The Brain (Hammond)- January 2020-June 2020 - Grade level/Department data review and intervention planning- December 2020- May 2021
<p>Continue to implement district adopted SEL curriculum and best practices K-6 so that students are supported socially, emotionally, and behaviorally.</p>	<p>Our professional learning time for certificated and classified staff will support implementation of the district adopted SEL curriculum as well as build understanding of best practices in helping students with behavioral and emotional needs.</p>	<p>Professional collaboration time during staff meetings will include the following:</p> <ul style="list-style-type: none"> - Align language used with Second Steps conflict resolution steps schoolwide. (Ongoing November 2020-May 2021) - Implementation of common school-wide language for conflict resolution restorative practices (Hazelwood Peace Process)
<p>Continue to build connections and family engagement with a specific focus on students and families</p>	<p>Our professional learning time for certificated and classified staff as well as leadership team meetings will focus on creating an inclusive, respectful school community. We will take action to</p>	<p>Professional Learning Time during certificated staff meeting, classified staff meetings, and Early Release will include the</p>

<p>that have been historically under-represented at our school.</p>	<p>increase family engagement and to create an inclusive learning environment for all students.</p>	<p>following training:</p> <ul style="list-style-type: none"> - Restorative Practices and School-To-Prison Pipeline- (Ongoing January 2021-May 2021) - Culturally Responsive Teaching and The Brain (January 2021-June 2021) - District Equity Training (January 2021-May 2021) <p>Family Liaison-</p> <ul style="list-style-type: none"> - Heritage Month Celebrations (Monthly September 2020-June 2021) - Developing Natural Leaders Program- (October 2020-April 2021) <p>Virtual Family Connection Meetings- (November 2020, January 2021, March 2021, May 2021)</p> <p>Increased parent involvement in building leadership</p> <ul style="list-style-type: none"> - Equity Team (October 2020-June 2021) - Parent Advisory Team (February 2021-June 2021) <p>Participation In School Events and Activities</p> <ul style="list-style-type: none"> - <i>Anchored Families</i> Support for Families
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		<p>During Pandemic (Monthly November 2020-June 2021)</p> <ul style="list-style-type: none"> - Family/Teacher Connection Meetings (September 2020) - Family Conferences (November 2020, March 2021)
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Plan for Years 2 & 3:

2021-2022:

- Continued focus on best instructional, engagement, and intervention practices that support students with IEPs so that all students are able to access Tier 1 instruction and grow academically.
- Creation of an in-person Master Schedule that maximizes minutes spent in core instruction so that all students have access to instruction and interventions appropriate for their individual needs.
- Sustaining and nurturing an inclusive, respectful culture so that students and families are actively engaged at Hazelwood, especially those who have been historically underrepresented at our school.

2022-2023:

- Continued implementation and maintenance of best instructional, engagement, and intervention practices that support students with Tier 2 and Tier 3 academic and SEL needs so that all students are able to access learning and grow academically.
- Creation of school wide systems to use diagnostic and progress monitoring assessment data to determine best intervention or enrichment strategies to meet student needs. These would potentially include systems for data meetings, grade level planning, and collaboration between interventionists and classroom teachers.
- Continued work to sustain and nurture a positive climate and active engagement for students and families at Hazelwood.

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten

Goal: The student growth goal 2020-2021 is to have 90% of students improve their reading skills in one or more of these areas: decoding skills, sight word knowledge, and independent reading level.



We will measure this formatively by:

- Classroom based sight word assessment (progress monitoring)
- Running Records following district assessment schedule
- Acadience progress monitoring (nonsense word fluency)
- Classroom based assessments of decoding CVC words

We will measure this summatively by:

- Summative classroom assessment of decoding CVC words
- District sight word assessment
- Running Records

Action steps we will take:

- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Collaborate with colleagues to identify student needs and interventions

We will use technology to meet goal by:

Remote learning requires technology by the nature of its platform; RAZ Kids, i-Ready practice, Imagine Learning for students who are ELL, use of Homeroom for data analysis

Grade Level/Department/Team: First Grade

Goal: The student growth goal 2020-2021 is to have 90% of students who score below standard on the Fall 2020 i-Ready Reading Assessment to make their stretch growth diagnostic score by June 2021.

We will measure this formatively by:

- i-Ready progress monitoring
- Running Records following district assessment schedule
- Imagine Learning progress monitoring
- Acadience progress monitoring
- Classroom based assessments

We will measure this summatively by:

- i-Ready summative Spring 2021 diagnostic assessment
- Running Records

Action steps we will take:



- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Regular time set aside for i-Ready practice
- Collaborate with colleagues to identify student needs and interventions

We will use technology to meet goal by:

Remote learning requires technology by the nature of its platform; RAZ Kids, i-Ready practice, Imagine Learning for students who are ELL, use of Homeroom for data analysis

Grade Level/Department/Team: Second Grade

Goal: Our SIP Goal for the 2020-2021 school year is to have 80% of second grade students receiving ELL, LAP, and IEP services improve their independent reading levels by the end of the first semester (February).

We will measure this formatively by:

- RAZ-Kids Reading Level Progression
- I-Ready Reading Differentiated Tasks Progression
- Raz-Kids Book Quizzes

We will measure this summatively by:

- Teachers College Running Records Independent Reading Level Assessments (Fall and Winter)
- I-Ready Reading Diagnostics (Fall and Winter)
- Acadience Assessments (Fall and Winter)

Action steps we will take to meet our goal:

- Scaffold instruction to meet the needs of all learners.
- Utilization of routine reading activities (Read to Self, Read Aloud, Read to Someone, Word Work)
- Use paraeducators to support all students.
- Direct instruction as well as Reader's Workshop model instruction
- Collaborate with ELL , LAP and IEP teachers to ensure ELL, IEP and LAP goals are met.

Technology- this is how we will use technology to support meeting our goal:

Students will use I-Ready Reading, Storyworks2, Jr., RAZ-Kids, Spelling City, Epic Books and Zoom small groups meetings. Teachers will utilize Homeroom for data analysis to better inform best practices for meaningful and retainable literacy instruction.

Grade Level: Third Grade

Goal:



The third grade growth goal for the 2020-2021 school year will address students' individual needs in reading 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) iReady Reading individualized lesson schedule with progress monitoring.

We will measure this formatively by:

Graphing fluency progress

Assessment Storyworks "Think about It" comprehension questions

Small group comprehension questions

Word Study/Spelling

Individual conferring

Lexia and Imagine for eligible students

Benchmark pre-test , mid and post-test

We will measure this summatively by:

Fluency assessment

Storyworks quizzes

Comprehension quizzes

Running records

Word Study quizzes

iReady reading assessments on district schedule

Lexia and Imagine for eligible students

Benchmark post-test

Technology- this is how we will use technology to support meeting our goal:

Lexia and Imagine for eligible students

Storyworks online: audio and vocabulary

iReading Reading

Newsela, RAZ kids, Readworks with leveled articles for comprehension

Spelling Classroom

Zoom Meetings

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) Using iReady and running records to determine individual reading levels and foundational skills to create appropriate small group instruction
- 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 individuals conferring with level-appropriate goal setting.

We will measure this formatively by:

iReady

Small group comprehension questions

Individual conferring

Lexia for eligible students

Imagine Learning for ELL students

Acadience progress monitoring

We will measure this summatively by:

iReady

Fluency assessment

Small group comprehension assessments

Running records

Word Study quizzes

Imagine Learning for ELL students

Lexia for eligible students

Benchmark post-test and other assessments

Action steps we will take to meet our goal:

We will collaborate with support teachers (Resource Room, Visually Impaired Teachers, ELL, Intensive Support) to support our shared students.

Technology- this is how we will use technology to support meeting our goal:

iReady

Raz Kids, I-Ready practice, Homeroom for data analysis

Classroom based assessments

Lexia for eligible students

Imagine Learning for ELL students

Newsela leveled articles for comprehension

Grade Level/Department/Team: 5th Grade





Goal: The student growth goal 2020-2021 is to have 90% of students who score below standard on the Fall 2020 i-Ready Reading Assessment to make their growth goal diagnostic score by June 2021.

We will measure this formatively by:

- i-Ready progress monitoring
- Running Records following district assessment schedule
- Imagine Learning progress monitoring
- Classroom based assessments

We will measure this summatively by:

- i-Ready summative Spring 2021 diagnostic assessment
- Running Records

Action steps we will take:

- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Regular time set aside for i-Ready practice
- Collaborate with colleagues to identify student needs and interventions

We will use technology to meet goal by:

Remote learning requires technology by the nature of its platform; EPIC reading, i-Ready practice, Imagine Learning for students who are ELL, use of Homeroom for data analysis

Grade Level/Department/Team: 6th Grade

Goal:

Learning support and English Language (EL) students will improve their typical growth reading by 90% as measured by the iReady June 2021 diagnostic.

We will measure this formatively by: Benchmark Comprehension Strategy Assessments, Running Records, reading logs, i-Ready progress monitoring, Acadience Progress Monitoring, Dibels, and Raz-kids.

We will measure this summatively by:

using progress monitoring with i-Ready Spring 20-21 diagnostic.

Action steps we will take:

- Implementing the district-adopted Teacher College Reading & Writing Project
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- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Regular time set aside for i-Ready practice
- Collaborate with colleagues to identify student needs and interventions
- Collaborate with learning support teacher to support IEP/EL students

Technology- this is how we will use technology to support meeting our goal:

Students will be directed to use Canvas to have access to digital library reading material. Students participated in the i-Ready as a diagnostic tool for reading and will utilize the individualized reading lessons on a daily basis.

Grade Level/Department/Team: Interventionist (Resource, IS, VI, ELL, LAP)

Goal: The student growth goal for 2020-2021 is that 80% of students who have IEPs in reading, are ELL, or receive LAP services will show growth between two data points (i.e. fall, winter, spring benchmarks) in at least two reading skill areas (decoding, fluency, accuracy, retell, comprehension (answering literal and inferential questions)) by May 2021.

We will measure this formatively by:

- i-Ready progress monitoring
- Running Records following district assessment schedule
- Imagine Learning progress monitoring
- Acadience progress monitoring
- Lexia Core5
- 95% Group-phonological and phonics (for LAP)
- Classroom based assessments
- Progress towards IEP goals in reading

We will measure this summatively by:

- i-Ready summative Spring 2021 diagnostic assessment
- Running Records
- Acadience benchmark, winter and spring
- ELPA-21 winter data
- IEPs goal progress

Action steps we will take:

- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Regular time set aside for i-Ready practice

- Collaborate with colleagues to identify student needs and interventions
- District trainings: iReady
- Connect with Student Intervention Coordinator for students who are struggling with remote learning
- Connect with families regarding: schedules, expectations, problem solving technology, engagement issues, trauma needs, family needs/resources

Grade Level/Department/Team: Specialists

Goal:

Support students in improving their reading comprehension.

We will measure this formatively by:

Students will be assessed using exit tickets, music journal checks, WELNET activity log checks, and responses to reading/Library assignments.

We will measure this summatively by:

Students will be summatively assessed using SBA scores.

Action steps we will take to meet our goal:

We will work with Interventionists to engage learning support students in the specialists' schedule that allows them to be present and participate during specialist time.

Technology- this is how we will use technology to support meeting our goal:

Students will use Seesaw and Canvas to access specialist lessons and assignments that incorporate reading and written responses. Library lessons will use an online library catalog and databases (Peeble Go, Britannica Online); Music will use Kahoot and chat in Zoom meetings; PE will make use of WELNET.