Seattle Excellence Continuous School Improvement Plan (CSIP)

Hazel Wolf K-8

Purpose
The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction
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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.
As such, we believe:

1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.

2) **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.

3) **"Intelligence" is not a fixed, inborn trait.** All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**

4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.

5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

**School Profile**

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.

**Priorities and Measurable Goals**

**Elementary Focus Goal: 3rd Grade English Language Arts**

**Priority Goal:**
For the 2020-21 school year, at least 73% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

**Target Goal:**
By June 2021, 60% of our ELL second grade students will demonstrate a proficient level on the F & P Assessment.
Supplementary Goal:
For the 2020-21 school year, at least 65% of 7th grade students of color furthest from educational justice will meet standards or higher on the Math Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:
During the 2020/2021 school year, Hazel Wolf K-8 attendance rates will meet or exceed 97%.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student’s life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students’ academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

For our MTSS work, we will put together a formal team who will meet on a monthly basis. We will develop a K-5, and a MS team. Representatives will include Counselor, SpEd, ELL, Intervention staff, MTSS leads, and grade level/content reps. We will begin by developing a tool indicating all interventions available in Math/Lit/SEL/Behavior at all three tiers. As a team (Elem and MS), we will review the start of year data and determine where our students are needing tier 2 and 3 interventions. We will meet monthly, and identify specific times during the year when we will review specific assessments.
Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

Our school plans to better meet the needs of our students with unique needs such as those with IEPs and/or ELL services. We will intentionally provide them with the strongest instructors, provide additional pullout and in class support, and pay special attention to their social emotional needs. For our students furthest from education justice we will also focus on family connections and providing mentors (students and/or adults) as appropriate.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

At Hazel Wolf K-8 we will focus on the best practice of using the adopted curriculum for all core content. In PLCs we will analyze student data so we can respond to student instructional need.
Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Our plan for this coming year is to assure that all staff are training in Restorative Practices and Talking Circles. This will enable better communication with our families as well as build our school community.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

90% of Hazel Wolf Families will engage in family partnership opportunities quarterly, inclusive of conferences, family events, and principal forums

Plans for Family Engagement

Systemically focus support on students furthest from educational justice with more intensive (Tier 2 and 3). Actions planned to support ongoing engagement include:

- Weekly communication to all families from the principal
- Weekly teacher communications
- Virtual meeting held every 6 weeks to address timely topics (back to school, technology, curriculum, etc.)