



2024-25 CSIP Review and Updates Hazel Wolf K-8 School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name:

Principal:

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners:

[2023-26 CSIP Hazel Wolf K8](#)

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

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

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Hazel Wolf K-8 is focused on creating healthy and welcoming environments, which includes creating a sense of belonging and purpose within our classrooms and school building. We utilize Student Climate Surveys and anecdotal data from community members to measure this goal. Fall survey results indicate 85% of students in grades 3-5 feel positive about belonging and

relationships, and 82% of students in grades 6-8 feel positive for the same area. Additionally, 89% of students in grades 3-5 indicated feeling positive about equity and anti-racism, and 80% of students in grades 6-8 indicated feeling positive for the same area. Hazel Wolf staff continue to work on systems that lead to building learning environments that are joyful, safe, and anti-racist.

Summary of student strengths supported by data:

Students at Hazel Wolf have many superpowers.

- Attendance data shows over 90% attendance for all grades K-8 for Fall 2024.
- MAP data for Fall 2024 shows
 - 2nd graders met growth goals (Reading--59.6%, Math--58.2%)
 - 5th-graders met growth goals (Reading--67.1%, Math--71.2%)
 - 8th-graders met growth goals (Math--51.3%)
- Spring 2024 SBA data shows current 8th graders met standard (Reading/ELA--55.6 %, Math--55.6%) and current 5th graders met standard (Reading/ELA--64.6%, Math--67.1%).

Identify and prioritize student needs supported by data:

Data shows that students furthest from educational justice, African American Black males, and students with IEPs are student groups needing to be prioritized in systems of support and instruction at Hazel Wolf.

Summary of possible root causes of the priority student need:

If we focus on systems of support and instruction for students in Tier One instruction, then this will help improve outcomes for all students (including the above-mentioned groups) Equitable access to high-quality instruction is a priority for Hazel Wolf staff.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Hazel Wolf staff prioritize creating learning environments that are joyful, safe, and anti-racist. This is reflected in the work led by the Racial Equity Team (RET), including, but not limited to, professional learning opportunities about addressing microaggressions and disrupting racist practices.

Additionally, Hazel Wolf staff are working to build systems that lead to equitable opportunities for students to high-quality learning opportunities, including master scheduling, MTSS processes, equitable grading practices, etc.

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

Measures and Targets

2023-26 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%.

2024-25 One-Year Goal:

By the 2024-25 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 a 90% favorable response rate.

Action Plan

2024-25 Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Missed Instruction Log
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

- Middle of Year
- End of Year

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Student Attendance Agreement Plan

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Administration
- Social Worker
- Counselor
- Attendance specialist
- Classroom teachers

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2024-25 One-Year Goal:

By the spring of 2025 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 59.6%% to a target goal of 75% by 2024-25.

Action Plan

2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- Smarter Balanced Assessment (SBA)
- DIBELS

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Teacher Observational Data
- School-based Survey (staff or students)
- Walk-through/Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Classroom teachers
- Teacher Leaders
- Administration

Advanced Learning and Highly Capable Services:

Advanced Learning and HC opportunities at Hazel Wolf: These services are identified and provided through the MTSS process. (MTSS is an acronym for Multi-tiered System of Support.) This process means we take a team approach to providing differentiated support to students at Hazel Wolf. If student qualify for Advanced Learning (which includes HC opportunities), we look at ways we can work with the classroom teacher to provide opportunities for enrichment, which usually means more in-depth opportunities to expand knowledge, vs acceleration of content. We like to think about depth of knowledge, instead of just pushing students forward in content standards. This could look a lot of different ways in the classroom but might include some project-based learning or other interest-based learning opportunities. This could include working with the classroom teacher, but there might be other staff involved, as well.

Expanded Learning:

- 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
- PTSA funded after-school enrichment activities

Homework Policy:

Hazel Wolf believes that our school day is filled with substantial learning. To that end, we believe that our young people have complex lives outside of school and homework should not be a barrier to academic success.

We believe that all children K-5 benefit from a rich reading life at home. We encourage at least 20 minutes of daily reading, which can be a combination of looking at picture books, reading with an adult, reading independently, or other reading activities. Brain research also shows that repeated exposure to math concepts is beneficial. As a result, we want students to do some math work at home as well. That can be something the teacher sends home that matches the day's lesson, or it can be something that a family chooses--playing go fish, counting coins, working on math facts, playing chess, talking about time, etc. You can find additional ideas for supporting your mathematician at home by visiting SPS's elementary math family support page online. Rich resources especially designed for elementary mathematicians and their families are also available online at the SPS website.

Middle School families should expect no more than 30-60 minutes of homework each day, with the majority of work assigned to be independent choice reading and mathematical practice. As a school focused on Standards Based grading, educators at Hazel Wolf allow for late work and revision of assignments within two weeks of students receiving their graded work. The goal is for students to demonstrate proficiency on specific standards. Not all assigned work is required to be revised, those assignments and projects that demonstrate proficiency on standards leading to the final report grade are required. Our goal at Hazel Wolf is that every student is proficient in every course that they take.

Priority Area: Classroom Instruction and Academic Success

7th Grade Math Measures and Targets

2023-26 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.

2024-25 One-Year Goal:

The percentage of current 8th-grade students proficient or above in Math on the SBA will increase from a baseline of 55.6% to 85%.

Action Plan

2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement tasks that promote reasoning and problem solving and facilitate meaningful mathematical discourse.

Student Outcome Data Measures:

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Math teachers
- Teacher leaders
- Administration

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Priority Area: Family and Community Engagement

Measures and Targets

2023-26 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.

2024-25 One-Year Goal:

75% of families that responded will respond favorably to our Spring 2025 school created community-based survey that asks the same four race and equity questions present on the student climate survey.

Action Plan

2024-25 Evidence-based Practice 1:

Connecting learning at home and school: Work together with families to create positive attitudes to education, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

Student Outcome Data Measures:

- Student Attendance
- Elementary Progress Reports
- Student Grade Reports

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

- Beginning of Year
- End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Administration
- Teacher Leaders
- Classroom teachers

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$6,519,894
- **Activities Implemented:**
 - Library Services
 - Supplies Textual Materials
 - Standards aligned classroom instruction for all students
 - Office support
 - Administration support
 - Social Worker Services

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$256,052

- **Activities Implemented:**

- Instructional supports to students who qualify for multilingual services.
- Translation and interpretation services

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented:** Instructional supports to students who qualify for LAP-funded interventions.