



## 2025-26 Annual CSIP Hazel Wolf K-8 School

### Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring, which is required by the Washington Administrative Code (WAC) 180-16-220.

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

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### 2025-26 School Information and Leadership Team Members

**School Name:** Hazel Wolf K-8 School

**Principal:** Dr. Maria Breuder

**Instructional Vision:** All students learn in inclusive, student-centered classrooms where they are known, valued, and challenged. Instruction is active, engaging, and designed from the start to anticipate learner variability and remove barriers. Students do most of the thinking and talking, work on grade-level tasks, and have meaningful choices in how they access content and show learning. Teachers make goals and success criteria clear, use high-quality instructional materials, and monitor progress to guide next steps. Relationships, social-emotional learning, and restorative practices foster trust, belonging, and safety. When additional support is needed, timely interventions and extensions supplement, not replace, core instruction. This vision ensures deeper learning, agency, and readiness for school and beyond.

Additionally, Hazel Wolf K-8 is an E-STEM school, so we continue to support our students by integrating E-STEM programming into curriculum. Learning activities are connected to E-STEM storylines in all grades K-8 and help to support the overall E-STEM vision of our school.

**Members of the Building Leadership Team:** Shannon Warner, Ellie York, Keri Rotton, Maggie Mackin, Christy Lommers, Joel Fisaha, Rebecca Schmidt, Seneca Roseheart, Traci Joy

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

### OSPI School Report Card Information (2024-25 School Year)

**Student Enrollment:** 663

**Special Education Percentage:** 17.3%

**Multilingual Learning Percentage:** 11.6%

**Highly Capable Percentage:** 4.5%

**Free and Reduced Lunch:** 22.9%

**Washington School Improvement Framework Status:** Foundational

[Hazel Wolf OSPI School Report](#)

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## Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

### Data analyzed for the CNA:

- DIBELS
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Walkthrough/Observational Data
- Course Enrollment
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- School-based Family/Community Survey
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

**Top Strengths from Multiple Data Sources:** What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

#### Student Climate Survey:

- 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 83% 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, 88% of students in grades 3-5 indicated feeling positive about equity and anti-racism, and 82% 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.

#### Science:

Student increase in being interested in science and connecting what is being taught in science to life, family or community.

Students at Hazel Wolf have many superpowers:

- Attendance data shows over 90% attendance for all grades K-8 for Fall 2025.
- MAP data for Fall 2025 shows
  - 2<sup>nd</sup> graders met growth goals (Reading—61.6%, Math—62.9%)
  - 5<sup>th</sup>-graders met growth goals (Reading—72.2%, Math—73.6%)
  - 8<sup>th</sup>-graders met growth goals (Math—65.6%)
- Spring 2025 SBA data shows current 8<sup>th</sup> graders met standard (Reading/ELA—66.2 %, Math—58.4%) and current 5<sup>th</sup> graders met standard (Reading/ELA—69.9%, Math—65.8%).

**Top Needs from Multiple Data Sources:** What top needs (2 or 3) have emerged from the analysis of multiple data sources?

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.

Elementary:

- Science: Increase % of students who look forward to science class, who feel their ideas are important and valued in science, and who see themselves as scientists.
- Math: Increase % of students who are meeting grade-level standard in math and % of students who enjoy math.
- Literacy: Increase % of students meeting grade-level standard in reading and % of students who see themselves reflected in the books they read at school.

Middle School:

- Behavior rules and expectations being applied fairly to everyone.
- Multiple ways to share student voice and ideas during learning.
- Adults take action to address racial issues and acts of racism at school.
- Students of different races and cultural backgrounds treat each other with respect.

Math: Relevancy and importance of math content to student lives.

**Disproportionalities:** What disproportionalities exist among student groups?

Students Furthest from Educational Justice are not meeting grade-level standard in relation to their peers.

**Root Causes of Disproportionalities:** What root causes have been identified for disproportionalities among student groups?

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.

**Greatest Potential for Impact:** What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

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.

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.

**Interconnected Needs:** How are needs related to each other or influencing each other?

Social emotional learning, feeling connected to the community, being a part of a safe and welcoming environment all contribute to positive student outcomes. Having access to high-quality,

aligned Tier One instruction provides opportunities to ALL students at Hazel Wolf K-8. Following continuous data cycles allows us to differentiate to the needs of all students at Hazel Wolf K-8.

**Quick Wins:** Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Continued alignment of instruction through ongoing collaboration, building capacity as anti-racist educators through racial equity work as led by the Racial Equity Team, making equitable budgetary decisions to plan programming that engages all students at Hazel Wolf K-8.

**Technology Use to Strengthen Student Learning:** How is technology being used to strengthen classroom instruction and student engagement?

Seattle Public Schools is a 1:1 device district, so students in grades K-2 have access iPads, and students in grades 3-8 have access to laptops. Teachers and staff follow digital citizenship standards and incorporate technology in a variety of different ways to support student learning. Students use technology to access content, curriculum, learning tools and resources, and communicate and collaborate with others.

**Support for Staff to Use Technology to Strengthen Student Learning:** What ongoing support is provided to ensure staff are proficient with required use of technology?

Staff have access to resources in Seattle Public Schools for ongoing learning in the use of technology to strengthen student learning. There is an onsite Educational Technology Specialists that provides supports to staff, and there are professional development opportunities throughout SPS.

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

### Measures and Targets

#### 2023-26 Goal:

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%.

#### 2025-26 Goal:

By spring 2026 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

#### Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. For example, educators will use one of the following resources: SEL Three Signature Practices, SEL Pacing Guide K-5, or SEL materials/curriculum.

#### Implementation Activity:

Group agreements: PBIS (including reflections), Wolf Pact, SEL lessons, RET work. Tier 1 instruction of aligned high-quality teaching practices in all classes, including MTSS processes to monitor student process and supports.

### **Process Data Measures:**

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- 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

### **Timeframe for Reviewing Process Data Measures:**

Monthly

### **Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas
- Discipline/Suspensions

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

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

Classroom teachers (grade-levels and departments)

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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

#### **2023-26 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.

#### **2025-26 Goal:**

The percentage of 2nd Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 45% to a target goal of 47% by Spring 2026.

#### **2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy**

As school staff transition from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

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.

### **Action Plan**

#### **Evidence-based Practice 1:**

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

#### **Implementation Activity:**

During PLC meetings, teachers will spend time reviewing student work or data and discussing the Four Critical Questions: 1. What do we expect students to learn? 2. How will we know if they learn it? 3. How do we respond when students experience difficulty in learning? 4. How do we respond when student do learn?

### **Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

Monthly

### **Student Outcome Data Measures:**

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

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

Grade-level Teams

## **Highly Capable Services**

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Social Emotional Learning: SEL programming is tailored to support the needs of Highly Capable Learners. Learning may include strategies for self-regulation, healthy peer relationships, and coping strategies. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

## **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.

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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

#### **2023-26 Goal:**

The percentage 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.

#### **2025-26 Goal:**

The percentage of 6<sup>th</sup> Grade Students of Color FFEJ projected proficient or above in ELA based on MAP will increase from a baseline of 42.9% to a target goal of 44.9% by Spring 2026.

### **Action Plan**

#### **Evidence-based Practice 1:**

High Quality Tier 1 Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

#### **Implementation Activity:**

During PLC meetings, teachers will spend time reviewing student work or data and discussing the Four Critical Questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when student do learn?

#### **Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

#### **Timeframe for Reviewing Process Data Measures:**

- Monthly

#### **Student Outcome Data Measures:**

- MAP
- Curriculum-Embedded Assessments (CEAs)

- Student Grade Reports

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

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

Department-level Teams

## **Highly Capable Services**

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.
- Social Emotional Learning: SEL programming is tailored to support the needs of Highly Capable Learners. Learning may include strategies for self-regulation, healthy peer relationships, and coping strategies. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

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## **Priority Area: Family and Community Engagement**

### **Measures and Targets**

#### **2023-26 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.

#### **2025-26 Goal:**

75% 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.

## Action Plan

### Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

### Implementation Activity

All school staff have completed the On Demand Talking Points training provided on the MySPS Talking Points Webpage. Educators will use Talking Points to communicate announcements and reminders as well as individual messages for the purpose of increasing student and family engagement.

### Process Data Measures:

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

### Timeframe for Reviewing Process Data Measures:

Quarterly

### Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions
- Elementary Progress Report (EPR)
- Student Grade Reports

### Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

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

All Staff

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## 2025-26 Budget Allocations to Support Continuous Improvement

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

### Fund Program: Basic Education

**Intent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards and include differentiation and enrichment.

**Activities Implemented to Meet Intent and Purpose:** The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.

- Guidance counseling and social work supports to all students.

#### **Fund Program: 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:** \$230,051

**Activities Implemented to Meet Intent and Purpose:** Designated supports for multilingual learners in math, language arts, and other content areas. This support includes small group instruction, 1:1 instruction, progress monitoring, and supports for families.

#### **Fund Program: 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:** \$65,985

**Activities Implemented to Meet Intent and Purpose:** LAP funding is used to support early-literacy intervention

#### **Fund Program: Other Funding Source**

**Intent and Purpose:** PTSA Grant

**Dollar Amount:** \$176,000

**Activities Implemented to Meet Intent and Purpose:** PTSA partners with Hazel Wolf K-8 staff to support identified goal areas, including, but not limited to early-literacy intervention, E-STEM programming, family engagement, supports and resources for community members