



Continuous School Improvement Plan (C-SIP)
Hawthorne Elementary School
2016 - 2018
Principal: Sandra Scott

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Hawthorne BLT reviewed and approved the 2016-17 CSIP November 16, 2016.

Mission and Vision

Mission:

Preparing strong leaders and learners for a more equitable, compassionate and sustainable world.

Vision:

Powerful Learners, Power Choices, Powerful Relationships. Our school community nurtures Scholarship, Creativity and Social Responsibility.

Theory of Action: Effective school improvement requires all constituencies to collaboratively engage in critical reflection and action.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

STEM: Science, Technology, Engineering, and Mathematics

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Hawthorne Elementary School is a highly diverse school and neighborhood community located in the Mt. Baker community of Seattle. According to our Annual School report 67.3% of our students receive free/reduced lunch. Our student demographics are as follows:

- American Indian 0.3%
- Black 33.2%
- Hispanic 19.2%
- White 18.9%
- Multiracial 9.6%
- English Language Learners 32.5%
- Special Education 9.4%
- Spectrum (Accelerated Progress) 16%

Hawthorne offers a wide variety of programs to meet the needs of such a diverse population. We offer Full Day Kindergarten, Integrated Spectrum classes, ELL inclusion, Multi Arts programs and extended learning opportunities through Powerful Schools After School Academic Enrichment Program. Hawthorne also has an Elementary Bilingual Orientation Center (EBOC) that serves newcomer bilingual students in 1st through 5th grades. Our Special Education program supports Level 1 resource students as well as Level 4 behavior students in the classroom setting. We have a strong Family Engagement program that is led by the Family Engagement Action Team and ELL staff. The goal of the program is to increase parental involvement in students' learning experience, promote academic success and foster a supportive learning environment in our school community. Our PTA, Friends of Hawthorne, is actively engaged in helping us achieve our goals through volunteering and fundraising activities to support school programs.

Hawthorne is also a Creative Approach School offering a STEAM Program model for students that supports our school mission and vision. The STEAM program (Science, Technology Engineering, Arts and Mathematics) was developed in collaboration with staff, parents and community partners, to provide a different educational approach from our traditional academic program at Hawthorne. All students have the opportunity to develop STEM (science, technology, engineering, mathematics) knowledge and 21st century skills through arts integration and project based learning. The program design addresses the learning styles of Hawthorne's diverse student population, allowing for instructional concepts to be presented in multiple ways (kinesthetic, visual, musical, auditory) and integrated across curricular subjects to deepen learning and understanding. Students are able to apply their content knowledge and skills in ways that are relevant, have personal significance and real world application. Completed projects based on predetermined rubrics serve as another form of assessment data to evaluate student learning in content area subjects.

Needs Assessment and Goal setting

At Hawthorne we have created a data driven culture that informs instruction. During our professional development days in August we review student data which includes our Spring MAP, Amplify, Benchmark and state Assessment data. Once the fall MAP and WA KIDS assessments are administered in September, we have a Data Day workshop with staff and our academic support partners where we disaggregate and analyze all of our student data. A data wall is constructed and based on the data analysis, and we identify our instructional goals for the school year. Student academic interventions plans are also developed and implemented at this time. Ongoing progress monitoring of student academic progress occurs throughout year and adjustments to intervention plans are made as needed.

Our analysis of assessment trend data shows that most Hawthorne students score well in K-2nd grades on the district MAP Assessments. However, the performance of 3rd-5th students in grade on state assessments (SBAC) is not as strong. In addition, our data shows an achievement/ opportunity gap for ELL students and students of color in the upper grade levels.

Based on our data analysis, our building based goals are;

- Provide rigorous and engaging instruction so that every student meets or exceeds standard on district and state assessments
- Increase the number of students meeting standard on the SBAC 3rd-5th grades
- Close the achievement gap for ELL students
- Close the achievement gap for African American Males and other students of color.
- Implement MTSS strategies decrease disproportionality and eliminate opportunity gaps for students of color.

Our MTSS (Multi-Tiered System of Support) Team collaborates with the district and community partnership agencies to develop appropriate interventions for students who are struggling with behaviors and interpersonal skills that impact their learning. We have collaborated with graduate students from the University of Washington Educational Psychology program to implement Positive Behavior Intervention Systems at Hawthorne (PBIS).

Strategies for accelerating academic and social emotion growth include;

- an additional targeted intervention block during the day to support students who cannot participate in the Afterschool Academic Enrichment and Intervention program with Powerful Schools
- -RULER Socio-Emotional Approach is taught in all classrooms to support student's social and emotional growth.
- Hiring a counselor to support social emotional learning.

Note: Additional Evidence and Indicators from Hawthorne's OSPI Indistar Student and School Success Plan are included throughout this CSIP document.

Under Principle 1, Strong Leadership, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 1: Strong Leadership

Title Component 1: Needs Assessment

- ***Indicator P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.***

2017-18 SMART Goal: During the 2017-18 school year, strong leadership through the administrative team, BLT, Learning walks and collaboration with Education Director will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.

Tasks:

- Hawthorne's administrative team will investigate options to provide a weekly "check-in" for African American Males.
- Career Ladder teachers will participate in 3 district-led trainings focusing on 3rd grade writing to bring strategies and data back to Hawthorne's 3rd grade teachers.
- We will create a data wall that will have MAP data for Grades K-2 and Interim Smarter Balanced Benchmark Assessment for Grades 3-5. This wall will be updated 3 times per year.
- BLT will meet monthly to work on CSIP, Budget, SSSP, Staffing, and any other topics that may arise during the school year. BLT and staff decisions on topics will follow the procedures as outlined in Hawthorne's Decision Making Matrix. The BLT will follow an agenda with published minutes, of which a sample will be uploaded into the file cabinet.
- PLC's are conducted weekly to provide time for school teams to analyze student data, plan instruction based on CCSS, identify students needing additional support and interventions - administrators rotate attendance at these meetings to provide support for each team.
- Three times per year comprehensive data reviews will be conducted with all staff, (Fall, Winter, Spring) after the MAP and Amplify data results are received.

Career Ladder Teachers will support the implementation of quarterly PLC's focused on data analysis emphasizing instructional strategies, supports and interventions for students identified as below standard in reading, math and writing.

We will use research-based strategies that help targeted students.

We assessed our progress in eliminating the achievement/opportunity gap between students of different ethnicities to ensure that our goals addressed the needs of underperforming student groups. We incorporated a jump start schedule which provided 4 extra days of learning for our students We created a master schedule to maximize available student learning time especially in literacy and mathematics. Our schedule also includes 30 minutes daily of intervention onsite. We are studying and putting into place "best practices" in instructional strategies. Best practices include increasing students' active engagement in their learning, and differentiating instruction based on students' readiness, skill levels, and learning goals. Students will also be provided homework that can be done independently by the student. The work should be of interest to the student, reinforce skills from prior learning and/or involve an enrichment activity. Students also read 20 min per night and keep independent reading logs.

Hawthorne's Blended Spectrum Program is designed to meet the needs of Advanced Learning students who qualify for the district's Spectrum program as well as other students who are capable of advanced level work. Academic instruction for these students is differentiated and presented at a higher degree of difficulty than many of their peer group. Our walk to math program allows students access to advanced Mathematics 1-2 years above grade level peers; Reading and language arts instruction includes high challenge complex tasks and is also differentiated to the students' instructional needs. Project based learning is also used as an essential component continued academic growth for these learners. It allows students to demonstrate a depth of knowledge in content area subjects; provides students with choice and allows them to delve deeper into content by applying learning in meaningful ways. An example of this includes STEM based projects that focus on real world problem solving skills such as "Challenges to Water Project" - where students researched how water is accessed in other countries, developed position papers; public service announcements; power point presentations and created engineering design models to problem solve ways people could gain convenient access to water.

Hawthorne has a partnership with Powerful Schools that helps support our afterschool intervention program and provides enrichment classes as well as homework support for students We also partner with Arts Corps that provides a teacher in residence to support arts integration in content area subjects (STEAM) w We have the Powerful Readers program which serves about 35 students with supplemental Reading assistance 30 min. per day 4 days per week. Our teachers use Readers and Writers Workshop, with support from a school based intervention specialist and targeted professional development. Our principal conducts regular classroom walkthroughs. During the walkthroughs she will be looking for high leverage teaching strategies:

- Clear teaching points
- Teacher modeling
- Clear use of targeted vocabulary -Students using evidence to justify answers and/or reasoning
- Rich and engaging discourse
- Ongoing formative assessment
- High levels of student engagement
- Teacher evidence binders

Our teachers meet weekly in their PLC's to review student work, analyze data and plan lessons. There is a targeted discussion each week to improve practice. Teachers share their needs, challenges, and successes.

Under Principle 4, Effective Instruction, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 4: Rigorous, aligned instruction

Title Component 2 Research based strategies that help targeted students

- *Indicator P4-III A07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.*

2017-18 SMART Goal: During the 2017-18 school year, all teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment which will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.

Tasks:

- Information gleaned from learning walks will be used by principal and teacher to inform instruction and update individual student learning plan based on data review.

- Instructional staff, led by career ladder teachers during PLC time, will create 4 performance tasks, aligned with CCSS, focused on writing with details.
- Literacy support for the target population of 4th and 5th grade students will be implementation of LLI. Impact of this program will be monitored through 3 times per year benchmark data.

Hawthorne administrators and have staff designed a push in model for Intervention supports for students in need of additional academic instruction and have also created enrichment/ advanced learning support opportunities for students performing above standard . Benchmark data will be collected and analyzed 3 times during the school year to determine impact of these supports on this population of students.

Our school offers professional development that is high quality and ongoing.

We have several days each school year where our staff participates in professional development (PD) based on our schools' PD plans, and where our data indicate a need for enhanced instruction. Staff will also participate in Project Based Instruction professional development to support STEAM program instruction. The district also offers professional development activities throughout the year in which all staff are welcome to participate, including math, reading/literacy, and science. We have access to instructional / content coaches who provide peer-coaching in refining instructional skills for all learners including Highly Capable/Spectrum students and putting into practice the best use of our curricular materials.

Professional development is also provided to understand the social emotional development of our students. (PBIS, RULER, ACES)

Under Principle 2, Professional Development, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 2: Staff evaluation and professional development

Title Component 4: Professional Development Activities

- *Indicator P2-IF12:* The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.

SMART Goal: During the 2017-18 school year, the school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development which will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.

Tasks:

- Hawthorne's BLT will update the PD calendar twice a year adding PD as needed based on MAP and SBAC Benchmark data analysis.
- Gr. 1-5 will be using ST Math along with Math in Focus to improve Math scores. Data Room will reflect 3 times per year, grade level data charts with individual student data cards show students above, at and below standard level on the MAP (K-2), Interim SBAC Benchmarks (3-5) and yearly statewide SBAC assessments documenting progress.
- Hawthorne's career ladder teachers will conduct grade level PD four times per year during PLC's on specific instructional skills determined through data analysis of student assessments.
- Monthly staff meetings include RULER professional development training to support our school wide PBIS and MTSS goals.

Ongoing Professional Development in Project Based Learning to support STEAM program instruction.

Our school will increase parent/family engagement.

Every major student learning goal includes activities and strategies for increasing parent involvement.

Focus Family parent training and exposure to math activities for families.

Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 7: Family and community engagement

Title Component 6 Strategies to increase parent/family engagement

- *Indicator: P7-IVA02:* The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.

SMART Goal: During the 2017-18 school year, Emerson Elementary staff will engage parents and community members through development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, encouraging parent and community members to become active and engaged participants in the education of their child, which will result in an increase in student achievement scores

of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring).

Tasks:

- Emerson staff will collect, revise and upload the documents for Indicator P7-IVA02 by January 6, 2017.

Principle 7: Family and community engagement

Title Component 6 Strategies to increase parent/family engagement

- Indicator: P7-IVA04: The school's Compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

SMART Goal: During the 2017-18 school year, Emerson Elementary staff will engage parents and community members through development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, encouraging parent and community members to become active and engaged participants in the education of their child, which will result in an increase in student achievement scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring).

Tasks:

- Emerson staff will collect, revise and upload the documents for Indicator P7-IVA02 by January 6, 2016.

Principle 7: Family and community engagement

Title Component 6 Strategies to increase parent/family engagement

Indicator: P7-IVA013: The LEA/School has engaged parents and community in the transformation process.

SMART Goal: During the 2017-18 school year, Emerson Elementary staff will engage parents and community members through development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, encouraging parent and community members to become active and engaged participants in the education of their child, which will result in an increase in student achievement scores of 10% or more as measured by the:

- Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring)

Tasks:

- Hire a parent volunteer coordinator.
- Parents will review student's planners for grades 3-5 students who have been provided a Weekly planner to communicate between home and school a weekly summary of student learning and parent information.
- Parents will be notified and invited to a monthly, positive student recognition assembly.

Our staff is involved in decision-making.

Teacher representatives and parents participate in our Building Leadership Team. This group has decision-making authority in numerous areas of school leadership. BLT and staff decisions on topics follow the procedures as outlined in Hawthorne's Decision Making Matrix. The BLT meets at least once per month, and our representatives report information back to their grade level/department teams. BLT representatives also bring issues and input to BLT meetings from their team members. Each staff member also serves on an academic committee to further our building goals for improving academic achievement.

Under Principle 5, Use data to inform instruction and for continuous improvement, including providing time for staff to analyze and act upon student data, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Use of data for school improvement and instruction

Title Component 1 Needs Assessment

- *Indicator:* P5-IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

2017-18 SMART Goals: During the 2017-18 school year, Instructional Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies which will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and

grades 3-5 using 3 X per year Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.

Tasks:

- Staff will participate in the first data analysis session (whole staff) by October 28, 2016. Academic data will be compiled and analyzed during this session.
- The fall data analysis session will result in a grade level team plan, developed during PLC's, designed to provide support and interventions for students identified as below standard based on standards aligned assessment data.
- Teachers will administer and analyze TC data within 2 weeks after assessment is given.
- Hawthorne staff will administer MAP for grades K-2 three times per year and Reading and Math Benchmark Assessments in Oct., Jan., and March. For grades 3-5.
- During our January all staff meeting we will begin the process of analyzing the Benchmark and MAP data specifically for our targeted students. At this time, we will analyze the efficacy of the intervention programs that they are using. We will track their growth and time on task. This will occur 4 times during the school year.

Administration and analysis of TC assessments will occur 4 times per year by staff and will be submitted to administration for review to determine intervention needs.

We will assist our students to meet standard.

Our CSIP targets underachieving students in a number of specific areas of student learning. In the area of reading we are implementing the Reader's Workshop Program to help students become stronger readers and writers. In the area of mathematics, our fundamental goal is that all Hawthorne students will strengthen their number sense by knowing basic facts and problem solving strategies appropriate for their grade level. Students use real world and hands on math activities to strengthen their learning of math concepts. Teachers, coaches and administrative staff frequently monitor students' performance to guide instruction. We offer targeted interventions during the school day as well as tutoring after school, for students who need additional academic support or enrichment in both academic areas.

Under Principle 3, Extended and Maximizing learning time and collaboration, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 3: Expanded time for student learning and teacher collaboration

Title Component 9 Assist Students to meet standards

- **Indicator: P3-IVD05 The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.**

2017-18 SMART Goals: During the 2017-18 school year, the school will monitor progress of the extended learning time programs and strategies being implemented, and use data to inform modifications which will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.

Tasks:

- Students will be assigned to intervention specialists to provide additional, focused instructional time, during the school day, for identified Tier 1 and Tier 2 students. These identified students will also work with Powerful Schools after school program to provide additional support during this intervention time.
- Administrative and Instructional staff will monitor and compare student data compiled in the data room, 3 times per year, using Interim SBAC Benchmark data for the identified Intervention students in grades 3-5 using the LLI program.

In 2016-17 targeted students will use an online intervention program Think Through Math. We will monitor their progress weekly using program supports. Students will use this program 45-90 minutes per week either at home or school. Level 2 students that can move to Level 3 within 17 weeks will be targeted first with Level 1 students expected to remain on the program throughout the year.

Retain high quality, highly effective, and highly qualified staff.

We host a new teacher induction meeting for teachers new to our school. We provide mentors/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities

for professional development. These activities help new staff feel supported and maximize their skill base in order to best serve students. STAR mentors are also assigned to new staff to offer mentoring support and additional professional development over a two-year period. Hawthorne Career Ladder teachers also provide support with instruction and professional development for K-5 staff.

The percentage of staff considered “highly qualified” (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provided instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 22 Highly Qualified teachers in this school and 9 Highly Qualified instructional assistants.

Under Principle 6, Provide a safe, supportive environment promoting social, emotional, and physical health, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 6: Safety, discipline, and social, emotional, and physical health

Title Component 9 Provide assistance to students experiencing difficulty

- Indicator P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.

2017-18 SMART Goals: During the 2017-18 school year, all teachers will reinforce classroom rules and procedures by positively teaching them which will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.

Tasks:

- PBIS committee will meet monthly to establish the school wide goal of the month. They will plan the all school assembly in which students are rewarded for excellence in implementation of the goal, as well as attendance.
- Second year implementation of RULER with PD adding more objectives to the program.

Note:

Title 1 expectations state components 1, 2, 3, 5, and 10 require evidence documents, aligned with the Title 1 Checklist of Evidence, be uploaded into the Indistar File Cabinet. Refer to the Indistar File Cabinet’s corresponding Component Folder to view these documents.

Components 4, 6, 7, 8, and 9 require specific indicators be added to the Student and School Success Plan/CSIP, as well as evidence documents, to be uploaded into the corresponding Component folders. The expected Title 1 indicator SMART goals and tasks have been included in the narratives above for each component above. The checklist of evidence documents have been uploaded as required.

How do we support the transitions of new students and families into our school?

Hawthorne staff in collaboration with the Friends of Hawthorne PTA (FOH) host an Open Gym in January for area preschool families and staff. This allows families to become familiar with the school community and supports the transition from preschool to kindergarten.

We host a Back to School Barbeque for all students and families to meet our staff and tour the school. We also host a kindergarten open house for new kindergarten families. FEAT activities and school wide events for the purpose of family engagement occur throughout the course of the year. Translations and language support is provided for all

Under Principle 5, Recommend appropriate supports for each student’ transitions between grade levels, schools, interventions, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:

Principle 5: Transition

Title Component 7

- *Indicator P5-IID07: The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).*

2017-18 SMART Goal: During the 2017-18 school year, the Building Leadership Team will review student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level) which will result in a 15% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.

Tasks:

- Ongoing MTSS meetings will be held to analyze specific student data academic and behavioral data to determine the implementation best strategies to support students' academic and socio-emotional success in elementary and Middle School settings
- Middle School Counseling and Administration will come in the Spring for a 5th grade orientation for 6th grade.

Tier 1 & 2 students participate in the Middle School Summer Staircase program, which strengthens their Reading and Math skills.

How do we support students identified as Highly capable?

The percentage of staff considered "highly qualified" (HQ) by No Child Left Behind (NCLB) rules and the number of HQ teachers and Instructional Assistants are made available to all families each fall. When necessary, each non-highly qualified instructional staff writes a plan in collaboration with our principal and the Human Resources department to become highly qualified as soon as possible. Non-highly qualified IAs do not provided instruction until they become HQ. Currently, the percentage of staff considered Highly Qualified (HQ) by NCLB is 100%. There are 22 Highly Qualified teachers in this school and 9 Highly Qualified instructional assistants.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	102,778	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	62,915	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,627,782	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	62,179	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	340,522	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	619,168	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Student academic growth and achievement for 3rd- 5th grade students on district /state assessments (Amplify/SBAC) is less than academic growth and achievement of K-2 students on MAP</p>	<p>Provide rigorous and engaging instruction so that every student meets or exceeds standard on district and state assessments</p> <p>Teacher Professional Learning Communities (PLC's) and Focused Learning Teams will use Data Wise protocols K-5 to analyze data and design lesson and implement instructional strategies to facilitate student growth and achievement in reading, writing and mathematics.</p> <p><i>Indicator:</i> P5-IID08: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. 2017-18 SMART Goals: During the 2017-18 school year, Instructional Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies which will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year. Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.</p>	<p>Principal, Assistant Principal, Academic Intervention Specialist Career Ladder Teachers</p>	<p>June 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Assessment Data shows an achievement gap for ELL students African American Males and other students of color in mathematics 4 th -5 th grade	<p>Component 2 Research based strategies that help targeted students</p> <p><i>Indicator P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</i></p> <p>2017-18 SMART Goal: During the 2017-18 school year, all teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment which will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.</p>	Principal, Assistant Principal, Academic Intervention Specialist Career Ladder Teachers	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Trend data indicates student achievement growth needs to increase by 15% or more in grades 3-5 to increase the number of students meeting standard on SBAC assessment	<p>Accelerate Academic Growth for continuous student achievement in content area subjects 10% or more (focus on increase of continuous growth at grades 3-5 on SBAC)</p> <p><i>Indicator P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.</i></p> <p>2017-18 SMART Goal: During the 2017-18 school year, strong leadership through the administrative team, BLT, learning walks and collaboration with Ed Director will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year Benchmark Assessments in reading and math (15% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.</p>	Principal, Assistant Principal, Academic Intervention Specialists MTSS Team	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Assessment data shows disproportionality / opportunity gap and achievement gaps for ELL students, African American Males and other students of color in the upper grades. (use 2015 CSIP indicators) MTSS</p>	<p>By June 2018 Hawthorne Students will increase behaviors that promote student learning and positive interpersonal relationships as evidenced by 20% reduction in student behavior referrals</p> <p>Indicator P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them to students, socio emotional, regulation, RULER PBIS. reduction in discipline referrals.</p> <p>2017-18 SMART Goals: During the 2017-18 school year, all teachers will reinforce classroom /school rules procedures and expectations by positively teaching them (PBIS and RULER) which will result in a 10% increase or more in student achievement scores in grades K-2 using MAP assessment in reading and math, comparing Fall to Spring data and grades 3-5 using 3 X per year Benchmark Assessments in reading and math (10% or more target growth), comparing Fall to Spring data and Teachers College Assessment in reading (gaining 4 levels or more) comparing Fall to Spring data.</p>	<p>MTSS Team (Principal, Assistant Principal, Academic Counselor)</p>	<p>June 2018</p>