

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Hawthorne Elementary  
Principal: Sumiko Huff  
Fall 2008-09



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### Revision History

Revision Number	Date	Comments
Revision 1	9/30/08	(First revision with this template. Contents adapted from current School Improvement Plan.)
Revision 2	10/30/08	Edits by Office of School Improvement
Revision 3	11/25/08	Edits by Office of School Improvement
Revision 4	12/2/08	C-SIP Peer Reviews
Revision 5	12/21/08	Edits by Office of School Improvement
Revision 6	1/15/09	Edits by Office of School Improvement

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

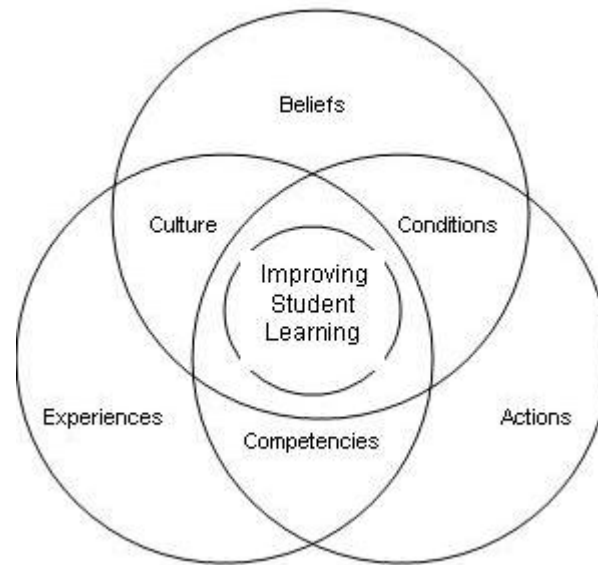
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**Special Note about Transformation:** If Seattle’s School Board votes to relocate and/or significantly change our school’s program, there will be at least one meeting held by 6/30/09 for school, staff, parents, and community to discuss the transition and provide input on how to make the transition as beneficial as possible for the students and adults involved.

### What are our school’s mission, vision, and theory of action?

*Please briefly describe your school’s overall mission, vision and theory of action in 1-2 paragraphs.*

- ◆ Hawthorne Mission: To create a learning environment where all children meet their goals, feel an authentic sense of belonging and empowerment, and where race, class, language, or “disability” do not predict what a child can do.
- ◆ Hawthorne School Vision: Preparing Strong Leaders and Learners for a more equitable, compassionate, and sustainable world.
- ◆ Theory of action: Effective school improvement requires all constituencies to collaboratively engage in critical reflection and action.



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### What have we learned from our data?

Please briefly describe 3-5 main insights from your data. For each insight, write 3-5 sentences about how your C-SIP addresses this insight.

Insight		How is this insight addressed in our C-SIP?
1	As a school that has undergone significant transitions over the last 3 years, we see that our primary grades are growing stronger in reading and math, yet intermediate scores in reading and math still lag, as students lack foundational skills and require intensive interventions	The capacity to address this problem is outlined in C-SIP strategies. In particular: Balanced Literacy and Balanced Math models, and intensive, accelerated intervention strategies. We will continue to maintain primary level interventions. Staff development will be focused on differentiating effectively to a wide range of learners, and ensuring close monitoring of understanding and mastery of concepts. We will continue to develop a comprehensive intervention plan for students not meeting standards, paying close attention to the continuity of the school day for students who are struggling, and providing extended day options whenever possible.
2	Despite significant efforts in year 2 of School Improvement, results did not increase as expected. Need to shift attention from structural components to intensive focus on instructional practice within those structures.	This insight is addressed in our professional development activities across focus areas.
3	Everyday Math Implementation resulted in more math instructional time, and increased mathematical thinking. On the WASL, only our highest students seemed to translate their classroom experience into improvements on the testEDM grade levels are approximately one year above State grade level standards. For students already below grade level in math, access to the curriculum is a significant challenge. We have to be doing more to differentiate and accelerate student learning in math.	We will address this insight through work in developing Differentiated Balanced Math Blocks using EDM, and providing intensive, accelerated interventions to students not meeting grade level standard.
4	We were able to implement a variety of new interventions for students not meeting standard, however, this also resulted into discontinuity in the school day, which may have limited effectiveness	All Day SIT will monitor the alignment of intervention strategies for all students not meeting grade level standard. We will be particularly focused on finding alternative options for students that are pulled out multiple times during the day.

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*Note: 2008-2009 data for student achievement, budget, etc. will be assessed in the Spring of 2009 for goal revisions for the 2009-2010 school year.*

What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	School Improvement Audit School Wide Data	<ul style="list-style-type: none"> <li>◆ Kindergarten students will increase from 48%-80% achieving level 4 or higher on the DRA</li> <li>◆ First Graders will increase from 48%-85% achieving level 16 or higher on the Direct Reading Assessment by June 2009</li> <li>◆ Second graders will increase from 67%-80% achieving level 28 or higher as measured by the DRA by June 2009 (Second graders currently achieving level 8 or lower on the DRA will increase to level 20, in order to set accelerated trajectory to meet end of third grade level standard)</li> <li>◆ Third graders currently achieving levels 10-18 on the DRA will achieve will achieve level 30 or higher as measured by the DRA. (75% of third grade students currently meeting grade level standard)</li> <li>◆ Fourth grade students will increase from 39%-62% passing on the Reading WASL</li> <li>◆ Fifth grade students will increase from 52%-70% passing on the Reading WASL</li> </ul>

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Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Mathematics</b>	<b>School Improvement Audit School Wide Data</b>	<ul style="list-style-type: none"> <li>◆ Kindergarten students will increase from 56%-85% achieving a score of 80% on the end of year Everyday Math Assessment</li> <li>◆ First Graders will increase from 56%-90% achieving 80% or higher on the end of year Everyday Math Assessment</li> <li>◆ Second graders will increase from 83%-100% passing end of year SPS math assessment by June 2009 Second graders will increase from 69%-85% achieving 80% or higher on the end of year EDM assessment by June 2009.</li> <li>◆ Third graders will increase from 31% passing to 50% passing as measured by the Math WASL (reported in August of 2009) (grade level increase)</li> <li>◆ Fourth grade students will increase from 31%-62% passing the Mathematics WASL (cohort increase)</li> <li>◆ Fifth grade students will increase from 30%-52% passing on the Mathematics WASL</li> </ul>
<b>Supportive Learning Environment</b>	<b>School Improvement Audit, CEE Data</b>	<p>Staff will increase proficiency in creating a supportive learning environment for children as measured by (school created) Supportive Learning Environment Rubric, increases in student performance in Literacy and Mathematics, and gains in student and staff perception surveys by May, 2009.</p>

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### **What is the contribution of our school's plan to the District's strategic plan?**

*Please describe how your major areas of focus will explicitly support or contribute to the district's Strategic Plan.*

Hawthorne's school improvement plan specifically addresses the following district Strategic Plan goals;

Over the next five-years we will work to ensure that:

1. 88% of 3<sup>rd</sup> grade students will meet or exceed reading standards (up from 72% in 2006-07)
2. 80% of 7<sup>th</sup> grade students will meet or exceed math standards (up from 53% in 2006-07)

### **What are the school-wide strategies that cut across major focus areas?**

*Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?*

In order to address the multiple urgencies that are present in the Hawthorne Learning Community, we knew we had to create a cohesive, strategic approach that would allow us to address challenges from a systemic level. We do not have the luxury of focusing improvement on one discipline at a time; rather, we needed powerful strategies that allow us to take a multidisciplinary approach, elevating all areas to higher levels of achievement. Building from the work of Doug Reeves and the 90/90/90 schools, we chose to learn how to do data teams well, and look at the process as a tool that would allow us to address needs effectively across disciplines, analyzing student data, setting instructional goals, monitoring/adjusting progress. You will therefore see "Frequent and Ongoing Monitoring" as a strategy presented across focus areas. In addition, we wanted to develop Intensive, Accelerated Interventions for students identified as struggling, across focus areas. Finally, the Supportive Learning Environment Focus area is a cornerstone for our practice. Aspects of this goal are integrated throughout the plan within the strategies and in particular with Family Involvement Strategies. We believe that the "achievement gap" has been perpetuated through institutions that are not responsive to the needs of children of color, and that in order to truly allow all students to be successful, we have to continually evaluate how we actively rejects the notion of failure for children of color. This is the work of our supportive learning environment; it encompasses students, staff, the learning, and the environment, and addresses rigor, relevance, relationships, and results, building a culture of shared, high expectations for all.

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Which of the “Nine Characteristics of Effective Schools” are addressed in this C-SIP, and how?

	Characteristic	Where in C-SIP?	How is it addressed (one or more examples from C-SIP)?
1	Clear and Shared Focus	Section 1: School Overview	<ul style="list-style-type: none"> <li>• School has a mission, vision and theory of action.</li> <li>• School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.</li> </ul>
2	High Standards and Expectations	Section 1: School Overview	<ul style="list-style-type: none"> <li>• School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor.</li> <li>• Student achievement goals are data-driven.</li> </ul>
3	Effective School Leadership	Section 2: Major Focus	<ul style="list-style-type: none"> <li>• School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.</li> </ul>
4	Supportive Learning Environments	Section 3: Other Focus	<ul style="list-style-type: none"> <li>• School addresses non-academic student learning goals.</li> </ul>
5	High Level of Community and Parent Involvement	Section 2: Major Focus, <i>And</i> Section 5: Partnerships	<ul style="list-style-type: none"> <li>• School includes parent/community representation in the development of the C-SIP.</li> <li>• School identifies community partners that engage with the school in support of student learning.</li> <li>• School includes one or more strategies for family/community engagement for every SMART goal.</li> </ul>
6	High Levels of Communication and Collaboration	Section 2: Major Focus	<ul style="list-style-type: none"> <li>• Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting.</li> <li>• School shares C-SIP goals, strategies, and activities with school community at a parent meeting every Fall.</li> </ul>
7	Frequent Monitoring of Teaching/Learning	Section 2: Major Focus	<ul style="list-style-type: none"> <li>• Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.</li> </ul>
8	Curriculum, Instruction and Assessment Aligned with Standards	Section 2: Major Focus	<ul style="list-style-type: none"> <li>• All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.</li> </ul>
9	Focused Professional Development	Section 2, Major Focus	<ul style="list-style-type: none"> <li>• Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.</li> </ul>

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### School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> <li>The Hawthorne BLT also serves as the School Improvement Leadership Team. This team includes the Principal, Counselor, Instructional coaches, Family Support Worker (parapro), certificated teacher from each grade band (K/1, 2/3, 4/5), Special Education Certificated representative, Bilingual certificated, 1 additional Instructional Assistant, and Parent representative. (Meetings are open to anyone who would like to attend.)</li> <li>This team leads the ongoing process of comprehensive school review with the whole staff, including analysis of whole school data, grade level data, surveys, and ongoing monitoring of progress. Through the School Improvement process, we conduct yearly 30-60-90 and 120-150-180 plans to monitor our progress towards C-SIP goals and effective implementation of strategies.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>Parents are invited to serve on the School Improvement Leadership Team. Feedback and input on our C-SIP is solicited through a variety of survey data, formal and informal parent meetings throughout the year.</li> <li>C-SIP goals and strategies were presented at our Open House/ Curriculum Night (October 7,2008), and continue to be communicated as relevant to specific student performance during fall and spring conferences (November 18-21, 2008 and March 10-13, 2008), Language Group Family Meetings (October 7 prior to Curriculum Night and future dates one per trimester TBD), as well as SIT meeting (usually once every Tuesday morning or alternative dates/times as necessary to accommodate family schedules) as appropriate. Translators are provided for families who English is not their primary language.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully

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		implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

### School Improvement Review, *continued*

Topic	Description
(Title I Schools) How is the school using the 10% set-aside for professional development?	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul>

### Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

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### **Adequate Yearly Progress (AYP) on the Washington Assessment of Student Learning (WASL)**

Our school did not make AYP in Spring 2008 in Reading (All, Black, Low Income) and Math (All, Black, Low Income) for two or more years in a row. So, we are identified as a “School in Improvement” in Step 3.

### **Title I status**

This school receives Title I funds.

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### Title I School-Wide Program 10 Components

Component	How school has addressed each Component
1 What type of needs assessment did we conduct, to determine C-SIP goals?	<ul style="list-style-type: none"> <li>• At our School-wide Retreat on August 26<sup>th</sup> and 27<sup>th</sup>, 2008, our instructional staff analyzed school academic achievement data from 2007-08 and developed SMART goals for student growth in Reading and Mathematics at each grade level.</li> <li>• Our Building Leadership (School Improvement) Team that includes parent/community input and involvement monitors progress on C-SIP goals throughout the year as well as revisits School Improvement Audit recommendations through 30-60-90 (10/2) and 120-150-180 plans (TBD)</li> <li>• Additionally, our Leadership Team monitors more frequently through bi-monthly meetings to ensure supports are in place to effectively implement strategies.</li> </ul>
2 What reform strategies are we using to improve student learning?	<ul style="list-style-type: none"> <li>• We assess our progress using disaggregated data in bi-monthly (2 x per month) grade level data team meetings and use findings to set instructional goals.</li> <li>• We have implemented both Balanced Literacy and Balanced Mathematics workshop models in classrooms in order to target student needs in small group instructional settings.</li> <li>• We are developing system wide inclusion models in order to ensure all students receive targeted, differentiated instruction within the general education environment with their peers.</li> <li>• We have aligned ourselves into grade level teams and created common planning and collaboration time for teachers. Additionally, we meet as a whole staff for professional development focused on aligning best practice and expectations Grades K-5.</li> </ul>
3 Are all our staff considered “highly qualified” by NCLB rules? If not, what’s our plan for ensuring they are all highly qualified in the future?	Teachers: Yes. This information was made available to all parents in the fall.
	Instructional Assistants (IAs): Yes. This information was made available to all parents in the fall.
	<u>Correction plan.</u> Not applicable.
4 How are we providing staff with professional development that is high-quality and ongoing?	<ul style="list-style-type: none"> <li>• We have several days each school year where staff participate in professional development (PD) based on our schools’ PD plans and where our data indicate a need for enhanced instruction.</li> <li>• The district also offers PD activities throughout the year that all staff are welcome to participate in – including math, reading/literacy, and science.</li> <li>• We have access to instructional / content coaches to provide peer-coaching in refining instructional skills and the best use of curricular materials.</li> </ul>

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	Component	How school has addressed each Component
5	What do we do to attract and retain high-quality, highly-qualified staff?	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 PD (please see #4 above). These activities help new staff feel supported and maximizes their skill base in order to best serve students.
6	What do we do to increase parent involvement?	Every major student learning goal (please see Section 2: Major Focus Areas) includes activities and strategies for increasing parent involvement.
7	How do we assist students transitioning into and from our school?	<ul style="list-style-type: none"> <li>• We host weekly tours beginning in January (1/7-2/11/09) through the end of the open enrollment period to allow families to observe classrooms in session and see Kindergarten teachers in action.</li> <li>• We host tours for Head Start students to visit Kindergarten classrooms in the Spring</li> <li>• We have a Kindergarten Orientation meeting prior to the beginning of the school year (8/28/08) for families to meet their teachers and see their classrooms.</li> <li>• The first day of school includes a New Family Orientation Breakfast.</li> <li>• Hawthorne hosts a 5th grade transition night in the spring for 5th graders and their families with a panel of middle school staff and former Hawthorne students to learn more about the transition to middle school, what to expect, and answer questions.</li> <li>• Hawthorne invites middle school counselors to visit our school in the spring to provide insight to students about the transition to middles school, what to expect, and answer questions.</li> <li>• We provide information to 5th grade families about middle school tours and remind parents to take advantage of the open enrollment process.</li> </ul>
8	How do we involve teachers in decision-making?	Teacher representatives (and parents) participate in our BLT. This group has decision-making authority in numerous areas of school leadership. We meet at least once per month, and reps report back to their grade level/department teams. They also bring issues to BLT meetings from their teams.
9	How do we assist students in meeting standards?	Our C-SIP targets underachieving students in a number of specific areas of student learning (please see Section 2: Major Focus Areas, and Section 3: Other Areas of Focus).
10	How do we coordinate/integrate programs? (Federal, state, district, school-based)	Please see Component #10 below.

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### School improvement process as a result of AYP Status

#### Here's what we've done to meet the No Child Left Behind (NCLB) requirements of Step 3 schools:

- Notified our families of the opportunity to transfer to another Seattle school that is not identified for school improvement.
- Notified our families of the opportunity to receive Supplemental Educational Services (SES) for low-achieving students who qualify for free/reduced-price lunch.
- Revised our C-SIP to focus on improving academic achievement for students not yet meeting standards – on WASL and other classroom-based assessments. Examples of new elements to our C-SIP for Step 3:
  - *Reading S.M.A.R.T. Goals:*
    - ◆ Kindergarten students will increase from 48%-80% achieving level 4 or higher on the DRA
    - ◆ First Graders will increase from 48%-85% achieving level 16 or higher on the Direct Reading Assessment by June 2009
    - ◆ Second graders will increase from 67%-80% achieving level 28 or higher as measured by the DRA by June 2009 (Second graders currently achieving level 8 or lower on the DRA will increase to level 20, in order to set accelerated trajectory to meet end of third grade level standard)
    - ◆ Third graders currently achieving levels 10-18 on the DRA will achieve will achieve level 30 or higher as measured by the DRA. (75% of third grade students currently meeting grade level standard)
    - ◆ Fourth grade students will increase from 39%-62% passing on the Reading WASL
    - ◆ Fifth grade students will increase from 52%-70% passing on the Reading WASL
  - *Math S.M.A.R.T. Goals:*
    - ◆ Kindergarten students will increase from 56%-85% achieving a score of 80% on the end of year Everyday Math Assessment
    - ◆ First Graders will increase from 56%-90% achieving 80% or higher on the end of year Everyday Math Assessment
    - ◆ Second graders will increase from 83%-100% passing end of year SPS math assessment by June 2009 Second graders will increase from 69%-85% achieving 80% or higher on the end of year EDM assessment by June 2009.
    - ◆ Third graders will increase from 31% passing to 50% passing as measured by the Math WASL (reported in August of 2009) (grade level increase)
    - ◆ Fourth grade students will increase from 31%-62% passing the Mathematics WASL (cohort increase)
    - ◆ Fifth grade students will increase from 30%-52% passing on the Mathematics WASL
- Included outside experts to increase the curriculum knowledge and instructional skills of our teachers. These “outside experts” include receiving instructional / content coaches to work directly with instructional staff in the areas we did not make AYP; instructional leadership from Instructional Directors (IDs); and, technical assistance from our district’s School Improvement (SI) Department.

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- Under the authority of our Chief Academic Officer (CAO), our Instructional Director (ID) provides increased oversight and direction in how to improve our instructional practices, creation of best possible master schedule, use of district curriculum, and interventions for students below standards on WASL and classroom-based assessments.
  - The district has allocated us instructional coaches in reading/literacy and math. Our coaches collaborate with the district's Director of Curriculum & Instruction (C&I), C&I Content Managers in literacy and math, and IDs to work directly with classroom teachers on the improvement of instruction, content delivery/pacing, and engaging learners in culturally competent ways.
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## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #1: Reading

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**Lead Responsibility:**

Principal, Literacy Coach

**S.M.A.R.T. Goal:**

- ◆ Kindergarten students will increase from 48%-80% achieving level 4 or higher on the DRA
- ◆ First Graders will increase from 48%-85% achieving level 16 or higher on the Direct Reading Assessment by June 2009
- ◆ Second graders will increase from 67%-80% achieving level 28 or higher as measured by the DRA by June 2009 (Second graders currently achieving level 8 or lower on the DRA will increase to level 20, in order to set accelerated trajectory to meet end of third grade level standard)
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### Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Implement a <b>Balanced Literacy Approach</b> to effectively differentiate instruction to the full range of learners.	<ul style="list-style-type: none"> <li>• All Students benefit</li> <li>• Particular focus on Phonemic Awareness, Fluency, and Word Work in K-2, 3<sup>rd</sup> grade students reading below grade level standard on DRA and 4-5 students scoring L1 and L2 on Reading WASL.</li> </ul>	Beginning September 2008- June 2009	Literacy Coach, Classroom Teachers	Balanced Literacy will be implemented in classrooms school-wide with <b>90 minute Reading Blocks</b> that include: <ul style="list-style-type: none"> <li>◆ Guided Reading</li> <li>◆ Shared Reading</li> <li>◆ Independent Reading using leveled libraries</li> <li>◆ Vocabulary Development/Word Work</li> <li>◆ Comprehension</li> <li>◆ Fluency</li> <li>◆ Phonemic Awareness</li> <li>◆ Interactive Read Aloud</li> </ul> through the use of small group intensive instruction and centers.
Use <b>Writers Workshop</b> model to develop students as writers and readers	<ul style="list-style-type: none"> <li>• All Students benefit</li> <li>• 5th Grade students not passing writing section of 4<sup>th</sup> grade WASL</li> </ul>	Beginning September 2008- June 2009	Literacy Coach, Classroom Teachers	As we work to develop students as readers, we want to reinforce and extend literacy skills with writing.

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Strategy	Target Students	Timing	Lead	Description
Focus on <i>non-fiction writing</i> across curriculum	<ul style="list-style-type: none"> <li>• All Students benefit</li> <li>• Intermediate level students not meeting grade level standards in reading and math</li> </ul>	Beginning September 2008- June 2009	Literacy Coach, Instructional Staff	<p><i>Non Fiction Writing</i> will be a school wide focus across curriculum</p> <ul style="list-style-type: none"> <li>◆ Emphasis on writing to think in all areas of study</li> <li>◆ Using writing as a diagnostic tool to assess student thinking</li> </ul> <p>School wide (grade level appropriate) rubric for expository writing.</p>
Assign <i>Intensive, Accelerated Reading Intervention</i> for all children not meeting grade level standard	<ul style="list-style-type: none"> <li>• All students at risk of not meeting grade level standard</li> </ul>	Beginning September 2008- June 2009	Literacy Coach, Instructional Staff, WRC, Powerful Readers, Team Read	<ul style="list-style-type: none"> <li>◆ Primary Focus: Letter Recognition, Phonemic Awareness, Word Work, Fluency</li> <li>◆ Intermediate Focus: Comprehension, Fluency, remediation</li> </ul> <p>Both in classrooms and through pull out with Sound Partners Tutoring, Title 1 Teacher, WRC</p> <ul style="list-style-type: none"> <li>◆ All Day SIT will monitor the effectiveness and alignment of intervention strategies and adjust accordingly</li> </ul>
<i>Frequent and Ongoing Monitoring</i> of Student Progress to effectively identify differentiation and intervention strategies	<ul style="list-style-type: none"> <li>• All students, in particular for students not meeting grade level standards</li> </ul>	Beginning September 2008- June 2009  Grades 1-5, 2 half days per month Kinder and ABC, 1 full day per month All Day SIT, 3xper year	Grade Level Teams and Coaches, Principal, SIT team	<ul style="list-style-type: none"> <li>◆ Formalized plan for assessment across grade levels</li> <li>◆ Data teams to analyze data and set instructional goals (moving to lesson study?)</li> <li>◆ Cross grade level alignment meetings (focus on standards and expectations)</li> <li>◆ Focused differentiation strategies designed to promote access to grade level curriculum</li> <li>◆ Clear and visible feedback to students and families regarding progress</li> <li>◆ Academic excellence and achievement gains celebrated school-wide</li> </ul>

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Direct Reading Assessment	K-3 Students (4-8 DRA for 4 <sup>th</sup> and 5 <sup>th</sup> Grade)	Classroom Teachers, Literacy Coach	Results will identify students for small group work
Spelling Inventory	K-2 Students	Literacy Coach, Classroom Teachers	Results will identify students struggling along continuum of mastery of phonemes. Results will be used to target instruction in small group work.
WASL Released Items	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , grade students 1 x per month	Intermediate teachers, Literacy Coach	WASL Released Items will inform teachers how to modify classroom instruction to ensure success on standardized assessment
Ongoing Formative Assessment (Running Records, Comprehension Toolkit)	All students, daily	Classroom Teachers, Math Coach, MIR, Principal	Daily assessments inform instruction, flexible grouping, input for intervention and data team work.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

<b>PD Opportunity</b>	<b>Participants</b>	<b>Timing, Frequency &amp; Duration</b>	<b>Description</b>
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District NUA Literacy Initiative	Team of 7 teachers, Literacy Coach	5 Sessions (full day) over the course of the year. 10/2, 11/13, 1/15, 2/26, 3/19	National Urban Alliance Literacy Initiative Training in implementing best practices for diverse learners within the framework of Balanced Literacy
In-house professional development	All Staff (led by principal, Literacy Coach, Literacy Team)	One session every other month (staff meeting)	Focus on Differentiation: Analyzing student work, refining formative assessment practice, alignment K-5, Balanced Literacy check ins
Lesson Study	Literacy Coach, Classroom Teachers	Each team 1 x per trimester	Focus on Differentiation: Grade level teams, coach, support staff and principal will meet to plan, teach/observe, and reflect on instruction collaboratively
Individual Professional Development	Individual Teachers	TBD	Self selection and in collaboration with Literacy Coach and Principal (supportive of academic achievement goals and Professional Growth Goals, in addition to student needs and observation)

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Host Family Literacy Nights	<ul style="list-style-type: none"> <li>• All Families</li> </ul>	December 11, Spring Date TBA, WASL Night March 26	Math Team, CLC Advisory Team	Hawthorne will host two family Literacy Nights in order to engage families in Literacy and introduce strategies for supporting students in Literacy outside of school. WASL Night will familiarize families with the WASL test, and strategies for supporting and encouraging children's success
Include Family Involvement Component in Data Team Process	Families of students not meeting grade level standard in literacy	Beginning fall of 08 through June 09	Instructional Staff	Data teams will include a family involvement component when setting instructional goals, designing a communication and feedback loop with families about goals, strategies for support, and resources/materials.
Teachers will use Home Visits as a tool to develop authentic partnerships with families.	Families will be prioritized by the following criteria, with the goal of reaching all: <ul style="list-style-type: none"> <li>◆ New families to Hawthorne</li> <li>◆ Students not meeting grade level or behavioral expectations</li> </ul>	Beginning fall of 08 through June 09	All Hawthorne Staff	Staff will conduct home visits with families to learn more about the specific goals, stories, and cultural backgrounds of Hawthorne children, in order to develop greater insight into how to support student's academic and social/emotional growth at school.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #2: Mathematics

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**Lead Responsibility:** Principal, Math Coach

- S.M.A.R.T. Goal:**
- ◆ Kindergarten students will increase from 56%-85% achieving a score of 80% on the end of year Everyday Math Assessment
  - ◆ First Graders will increase from 56%-90% achieving 80% or higher on the end of year Everyday Math Assessment
  - ◆ Second graders will increase from 83%-100% passing end of year SPS math assessment by June 2009  
Second graders will increase from 69%-85% achieving 80% or higher on the end of year EDM assessment by June 2009.
  - ◆ Third graders will increase from 31% passing to 50% passing as measured by the Math WASL (reported in August of 2009) (grade level increase)
  - ◆ Fourth grade students will increase from 31%-62% passing the Mathematics WASL (cohort increase)
  - ◆ Fifth grade students will increase from 30%-52% passing on the Mathematics WASL

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
Please provide a brief title of the strategy	Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)	When will this strategy be employed at your school?	Who is responsible for carrying out this strategy?	Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.
Implement a <b>Balanced Mathematics Approach</b> to effectively differentiate instruction to the full range of learners	<ul style="list-style-type: none"> <li>• All students benefit</li> <li>• Students not meeting grade level standards in mathematics</li> </ul>	Beginning September 2008-June 2009	Classroom Teachers	<p><b>Balanced Math</b>, anchored in Everyday Mathematics, will be implemented in classrooms school-wide with <b>60 minute Math Blocks</b> that include:</p> <ul style="list-style-type: none"> <li>◆ Computational Fluency Development</li> <li>◆ Problem Solving Development with framework and rubric in place</li> <li>◆ Fluency in the Strands: Number Sense, Geometry, Measurement, Probability &amp; Statistics and Algebraic Sense</li> <li>◆ Differentiated Instruction</li> <li>◆ Math Writing</li> <li>◆ Math Literature</li> <li>◆ Reflection and Dialogue around Mathematical Concepts</li> </ul> <p>through the use of small group intensive instruction and centers.</p> <p><b>And 15 minute Short Math Blocks</b> that include</p> <ul style="list-style-type: none"> <li>• Computational fluency</li> </ul> <p>Strategic &amp; Number Sense Games</p>

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Assign <i>Intensive, Accelerated Math Intervention</i> to students not meeting grade level standards	<ul style="list-style-type: none"> <li>• All students not meeting grade level standards</li> <li>• Focus on Intermediate grade level students not meeting grade level standard</li> </ul>	October 2008- June 2009	Comp. Ed Teacher, Math Coach (Training tutors, coordinating with Afterschool SES providers)	<p>Hawthorne will focus on a menu of intervention options designed to ensure that every student can be matched to the most effective intervention strategies. These will include:</p> <ul style="list-style-type: none"> <li>◆ Double dose math (tutors, comp ed teacher) during the school day in small groups based on student needs identified by data teams</li> <li>◆ Afterschool Math Instruction through SES providers—21<sup>st</sup> Century School Grant, Powerful Schools &amp; Urban League will collaborate with teachers to identify target students and specific curriculum</li> <li>◆ Before School Math Club for 4<sup>th</sup> and 5<sup>th</sup> grade students lacking foundational math skills (computational fluency, Liping Ma)</li> <li>◆ In class small group</li> <li>◆ All Day SIT will monitor the effectiveness and alignment of intervention strategies and adjust accordingly</li> </ul>
Creating a <i>Culture of Math Enrichment</i>	<ul style="list-style-type: none"> <li>• All Students benefit</li> </ul>	September 2008- June 2009	EIM MIR, Math Coach, Afterschool Director	<p><i>Math Enrichment</i> will be comprised of a variety of activities designed to engage students and create a school wide Math Culture:</p> <ul style="list-style-type: none"> <li>◆ After School Math Club</li> <li>◆ Family Math Nights</li> <li>◆ Math Challenge Bulletin Board.</li> <li>◆ Summer Math Camps</li> <li>◆ Chess Club</li> <li>◆ Strategic and Strand Games</li> <li>◆ Project Based Math</li> </ul>

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
<p><i>Frequent and Ongoing Monitoring of Student Progress</i> to effectively identify differentiation and intervention strategies</p>	<ul style="list-style-type: none"> <li>• All students not meeting grade level standard</li> </ul>	<p>September 2008-June 2009</p> <p>Grades 1-5, 2 half days per month Kinder and ABC, 1 full day per month All Day SIT, 3xper year</p>	<p>Principal, Math Coach, Teachers</p>	<ul style="list-style-type: none"> <li>♦ Grade level teams will meet 1 x every 2 weeks focused on math data, setting instructional goals, monitoring student progress, adjusting instruction, and matching students with appropriate interventions</li> </ul>

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
District Math, Pre-test, Mid Year, Post Test	All students 3 x per year (trimester)	Administration: Classroom Teachers Collecting and Reporting: Math Coach, Principal	Summative assessment to show growth over time, Formative item analysis used to guide day to day instruction and identify needs for intervention
Everyday Math End of Unit Assessments	All Students (Per pacing guide)	Classroom Teachers	Formative Assessments used in grade level data teams to identify students who require additional reinforcement of skills: inform intervention instruction,
WASL Released Items	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , grade students 1 x per month	Intermediate teachers, Math Coach	WASL Released Items will inform teachers how to modify classroom instruction to ensure success on standardized assessment
Ongoing Formative Assessment (RSA's, etc.)	All students, daily	Classroom Teachers, Math Coach, MIR, Principal	Daily assessments inform instruction, flexible grouping, input for intervention and data team work.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
District Elementary Math Professional Development	All Staff (with Dearborn Park)	4 Wednesday sessions throughout the year (Early Release)—6 hours total	Pairing with Dearborn Park, ongoing mathematics professional development focused on assessment, deepening mathematics instruction, and best practices
In-house professional development	All Staff (led by principal, EIM MIR, Math Coach, Math Team)	One session per month (staff meeting)	Focus on Differentiation: Analyzing student work, refining formative assessment practice, alignment K-5, EDM check ins, Math Writing (Problem Solving Framework)
Lesson Study	Math Coach, Classroom Teachers	Each team 1 x per trimester	Focus on Differentiation: Grade level teams, coach, support staff and principal will meet to plan, teach/observe, and reflect on instruction collaboratively
NCTM Conference	Team of 5 Teachers, Math Coach	Spring 2009 (Boston, MA)	Current best practices in mathematics instruction, team reports back to grade level teams, math leadership team and whole staff
Individual Professional Development	Individual Teachers	TBD	Self selection and in collaboration with Math Coach and Principal (supportive of academic achievement goals and Professional Growth Goals, in addition to student needs and observation)

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Host Family Math Nights & WASL Night	<ul style="list-style-type: none"> <li>All Families</li> </ul>	November 13, spring date TBA, WASL Night March 26	Math Team, CLC Advisory Team	Hawthorne will host two family Math Nights in order to engage families in mathematics and introduce strategies for supporting students in math outside of school. WASL Night will familiarize families with the WASL test, and strategies for supporting and encouraging children's success
Include Family Involvement Component in Data Team Process	Families of students not meeting grade level standard in mathematics	Beginning fall of 08 through June 09	Instructional Staff	Data teams will include a family involvement component when setting instructional goals, designing a communication and feedback loop with families about goals, strategies for support, and resources/materials.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Teachers will use Home Visits as a tool to develop authentic partnerships with families.	Families will be prioritized by the following criteria, with the goal of reaching all: <ul style="list-style-type: none"> <li>◆ New families to Hawthorne</li> <li>◆ Students not meeting grade level or behavioral expectations</li> </ul>	Beginning fall of 08 through June 09	All Hawthorne Staff	Staff will conduct home visits with families to learn more about the specific goals, stories, and cultural backgrounds of Hawthorne children, in order to develop greater insight into how to support student's academic and social/emotional growth at school.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Supportive Learning Environment

**Lead Responsibility:** Principal, Counselor

**S.M.A.R.T. Goal:** Staff will increase proficiency in creating a supportive learning environment for children as measured by (school created) Supportive Learning Environment Rubric, increases in student performance in Literacy and Mathematics, and gains in student and staff perception surveys by May, 2009.

#### Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Development and Implementation of Supportive Learning Environment Rubric	♦ All	August 2008-June 2009	Principal, Admin Team	Supportive Learning Environment Rubric will measure indicators of Staff, Students, Learning, and Environment in Rigor, Relevance, Relationship, and Results. This Rubric will be used as both a planning and reflection tool to elevate our practice in creating a whole school approach that promotes student success (in particular for children of color facing significant barriers to success)

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Clear and Shared Focus on School Values: Safe, Respectful, and Responsible	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	August 2008-September 2009	Counselor, Principal	Safe, Respectful, Responsible <ul style="list-style-type: none"> <li>◆ Implementation of School wide goals, recognition, and celebration of exemplary leadership</li> <li>◆ Incentives and Motivators shared school wide</li> <li>◆ Create common lesson plans developed for the teaching of shared values and expectations at school, and to ensure common school practice and language.</li> <li>◆ Communication with families</li> </ul>
Clear and Shared Focus on Academic Excellence	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	August 2008-September 2009	All Staff	Visible acknowledgement of student progress and achievement towards academic standards through: <ul style="list-style-type: none"> <li>◆ Displays of exemplary student work</li> <li>◆ Displays of student progress</li> <li>◆ Celebration of work towards goals and academic excellence</li> <li>◆ Communication with families around goals, progress, and strategies to support learning</li> </ul>

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Supportive Learning Environment Rubric	Staff, Students, Learning, and Environment	Principal, Administrative Team, All Staff	The Rubric will give us data on what areas we need to place greater focus and professional development (Rigor, Relevance, Relationship, Results, Staff, Students, Learning and Environment)
Staff and Student Surveys	Staff and Students	Principal (Staff Survey) Teachers (Student Survey)	Triangulation with Supportive Learning Environment Rubric and CEE Data to identify areas of focus and greater learning
CEE Data	Staff, Students, Families	Principal and School Improvement Facilitator	Triangulation with Supportive Learning Environment Rubric and Staff and Student Survey Data to identify areas of focus and greater learning
Observational Walkthroughs	Staff, Students, Learning, Environment	Admin Team, All Staff	All Staff will engage in walkthroughs as whole school assessment and data collection to inform individual reflection using Supportive Learning Environment Rubric elements as a guide.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Staff Retreat	Instructional Staff	2 Day retreat prior to school year	Staff retreat will focus on the understanding and design of a supportive learning environment that promotes academic excellence for all children. The retreat will take an integrated approach to deepening our understanding of the following: <ul style="list-style-type: none"> <li>◆ Cultural Competence</li> <li>◆ Creating a culture of Shared High Expectations</li> <li>◆ Supportive Learning Environment Rubric</li> <li>◆ Urgency of Academic Mastery (Understanding the implications of the WASL for Hawthorne children)</li> </ul>
Ongoing Reflection using Supportive Learning Environment Rubric	All Staff	Once per trimester	Staff will use and reflect upon the supportive learning environment rubric, identify focus areas, setting goals, and monitoring progress.
Positive Discipline	All Staff	TBD	3 <sup>rd</sup> Year Positive Discipline Training, modified to accommodate School in Improvement
Home Visit Training (Flight 3 Offering)	Certs	Summer 2007	Family and Community Involvement Home Visit Training

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Teachers will use Home Visits as a tool to develop authentic partnerships with families and support academic achievement.	Families will be prioritized by the following criteria, with the goal of reaching all: <ul style="list-style-type: none"> <li>◆ New families to Hawthorne</li> <li>◆ Students not meeting grade level or behavioral expectations</li> </ul>	Beginning fall of 08 through June 09	All Hawthorne Staff	Staff will conduct home visits with families to learn more about the specific goals, stories, and cultural backgrounds of Hawthorne children, in order to develop greater insight into how to support student's academic and social/emotional growth at school.
Family Partnerships	<ul style="list-style-type: none"> <li>• 45 Focus Families identified by family need and academic achievement</li> </ul>	Beginning fall of 06 through June 09	Family Support Worker, Family Partnership Coordinator	Through the FCIE Levy, 45 focus families will be served with intensive services to promote academic achievement. These families will be chosen to represent our broader community, thus informing how staff can better serve diverse needs effectively.
CLC Advisory Team	All children	Beginning fall of 08 through June 09	Principal, ELL Teacher, FSW, Community Partners	Community Learning Center Advisory will meet once monthly to align resources in order to best serve families, focusing on designing learning experiences for families and community building

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
Friends of Hawthorne	All children	Beginning fall of 08 through June 09	Family Partnership Coordinator	The Friends of Hawthorne is a collaborative group of caring adults (families, staff, and community partners) working together to provide resources to Hawthorne children.
Spanish and Somalian Parent Classes: Navigating the public education system	Spanish Speaking and Somalian Families	1 meeting per trimester +	ELL Teacher, FSW, ReWa	Staff and Community partners will provide family classes focused on assisting non-English speakers/immigrant families with navigating the public school system and accessing family support. Topics will range from supporting student learning/homework, discipline and school rules, mental and physical health services.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 3: OTHER AREAS OF FOCUS

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#### Other Areas of Focus

*In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.*

<b>Other Area of Focus</b>	<b>Goal(s)</b>	<b>Key Strategies</b>
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Writing	Hawthorne 4 <sup>th</sup> graders will increase from 43%-55% passing the 4 <sup>th</sup> grade Writing WASL.	<ul style="list-style-type: none"> <li>• Writer's Workshop implemented school wide.</li> </ul>
Art	Hawthorne School will focus on Integration of culturally relevant art experiences	<ul style="list-style-type: none"> <li>• Partnerships with local arts and arts organizations (Powerful Arts, Music in Schools, etc.)</li> <li>• Sharing of craft knowledge and skills amongst teachers.</li> </ul>
Technology	Hawthorne Students will develop skills to effectively use technology to gather and communicate information and learning in powerful ways, enhancing academic skills and expanding learning into the global community.	<ul style="list-style-type: none"> <li>• Instruction in Computer Lab by Technology Teacher</li> <li>• Continued extension and integration of learning using mobile lab</li> </ul>
Social Studies	Hawthorne students will make real life connections to the world around them, building new understanding, share complex ideas, and solving problems	<ul style="list-style-type: none"> <li>• Integration of Social Studies curriculum into core academic areas</li> <li>• Project Based Learning</li> </ul>
Special Education Inclusion	Hawthorne will strive to develop and maintain authentic inclusion practices school-wide	<ul style="list-style-type: none"> <li>• Focus group dialogue</li> <li>• Inquiry Based Practice</li> </ul>

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 4: 2008-10 KEY BUDGET INFORMATION

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#### 2008-09 Key Budget Information

*What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?*

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
Reading	<ul style="list-style-type: none"> <li>.5 Literacy Coach</li> </ul>	.5 FTE	Y	District Funded	N/A
Reading	<ul style="list-style-type: none"> <li>Frequent and Ongoing Monitoring of Student Progress (Data Team Collaboration time)</li> </ul>	\$10,000	Y	School Improvement Grant	N/A
Mathematics	<ul style="list-style-type: none"> <li>1.0 Mathematics Coach</li> </ul>	1.0 FTE	Y	District Funded	N/A
Mathematics	<ul style="list-style-type: none"> <li>Frequent and Ongoing Monitoring of Student Progress (Data Team Collaboration time)</li> </ul>	\$10,000	Y	School Improvement Grant	N/A
Supportive Learning Environment	<ul style="list-style-type: none"> <li>1.0 Counselor</li> </ul>	(.5 Counselor)	Y	Title 1	N/A
Supportive Learning Environment	<ul style="list-style-type: none"> <li>Home Visits</li> </ul>	\$10,000	Y	School Improvement Grant	N/A
All Focus Areas	<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	10% of Title 1 Budget	Y	Title 1	This requirement (NCLB) pulls from FTE funds for Title 1 Teacher

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 5: SCHOOL PARTNERSHIPS

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#### School Partnerships

*How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.*

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Inside Funding Source	Duration of Partnership
Powerful Schools	Powerful Schools is a non-profit organization providing resources to South end students in Reading, the Arts, and Afterschool programming	Yearlong	Powerful Schools	\$5,000 Self Help	1991-current
Explorations in Math	Non-profit organization striving to build math culture in schools. EIM provides a Mathematician in Residence, Resources, and training to Hawthorne in an effort to support high quality math instruction	Yearlong	EIM	N/A (Pilot project)	2006-current
Emerald City Rotary	Rotary Club Partnership provides resources and service to Hawthorne students through financial donation, tutors, and special projects	Year Long	N/A	N/A	10+ Years
Urban League	SES Provider Working in house	Monday and Wednesdays	N/A	SES District Title 1	2008-2009
Sylvan	SES Provider working in house	Tuesdays and Thursdays	N/A	SES District Title 1	2008-2009

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 5: SCHOOL PARTNERSHIPS**

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<b>Partner(s)</b>	<b>Description</b>	<b>Timing</b> (when, how often)	<b>Outside Funding</b> (if any)	<b>Inside Funding Source</b>	<b>Duration of Partnership</b>
Refugee Women's Alliance	Refugee Women's Alliance is a nonprofit, multi-ethnic organization that promotes inclusion, independence, personal leadership and strong communities by providing refugee and immigrant women and families with culturally and linguistically appropriate services. ReWa supports Hawthorne staff and families by providing resources as appropriate and educating families about the public school experience.	Year long	N/A	FCIE Grant	2007-Current
Coast Guard	Partnerships in Education: Coast Guard Volunteers work with students as mentors, tutors, and on special projects.	Year long	N/A	N/A	1992-current