



Seattle Excellence Continuous School Improvement Plan (CSIP)

Hawthorne Elementary

Purpose

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

Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

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

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

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

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

School Profile

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 45.0% of our students receive free/reduced lunch. Our student demographics are as follows:

Native American 0.2%
African American/Black 21.2%
Hispanic 17.2%
White 36.3%
Multiracial 12.6%
English Language Learners 20.7%
Special Education 8.6%
Spectrum (Accelerated Progress) 16%

Hawthorne offers a wide variety of programs to meet the needs of our student population. We offer Full Day Kindergarten, Integrated Spectrum classes, English Language Learner inclusion, Special Education and Multi Arts programs.

Hawthorne is also a Creative Approach School offering a Science, Technology Engineering, Arts and Mathematics (STEAM) Program model for students that supports our school mission and vision. The STEAM program was developed in collaboration with staff, parents and community partners, to provide a different educational approach from our traditional academic program. All students have the opportunity to develop science, technology, engineering, mathematics knowledge and 21st century skills through arts integration and project-based learning. We have a strong Family Engagement program led by the Family Engagement Action Team. Our PTA, Friends of Hawthorne, is actively engaged in helping us achieve school goals through volunteering and fundraising activities.



Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 48% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

For 2020-2021 school year Hawthorne staff will effectively implement school wide SEL/PBIS strategies to increase attendance by 20% for African American Males and students furthest from educational justice.

Target Goal:

By June 2021, attendance rates for African American Males will increase from 78.3% in March 2020 to 98.3%, indicating effectiveness of safe and welcoming systems, routines, and practices.

High Quality Learning Experiences

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

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

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and

Hawthorne Elementary



redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Our Multi-Tiered System of Support (MTSS) 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 the University of Washington Educational Psychology and A Space Between programs to support Positive Behavior Intervention Systems (PBIS) and Social Emotional Learning.

Strategies for accelerating academic and social emotion growth include;

- Targeted intervention block during the day with specialists' staff instructional support for tier 1 and 2 students
- Afterschool Academic Enrichment and Intervention programs
- RULER Socio-Emotional Approach is taught in all classrooms to support student's social and emotional growth.
- Instruction is differentiated to meet diverse learning needs of students
- Development and alignment of remote learning practices, supported by the Digital Learning Team

Our MTSS priority focus areas are:

- Consistent communication of expectations and instruction for social, emotional, and behavioral learning; grounded in culturally responsive practices (supported through Digital Learning Cohort and Satterberg Literacy Partnership).
- All students have access to high quality, standards based responsive classroom instruction (supported by the Digital Learning Cohort and Career Ladder Teachers).

Gap Closing Practices and Special Services

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

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

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



We are using progress monitoring data, MTSS matrix intervention plan to address the issues that impact student achievement and close the gap for students of color. To address the learning needs of our students at Hawthorne all teachers will differentiate assignments (individualize instruction) in response to student performance on pre-tests and other methods of assessment. Culturally responsive teaching practices incorporating materials that are rigorous, relevant and engaging be implemented in all classrooms. ELL, EBOC and Sp. Ed students have access to general education during content area instruction with supports as necessary. 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 for continued academic growth for all learners.

Practices and Strategies

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

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

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

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

All staff participates in professional development in Culturally Responsive Teaching and Instruction to enhance their skills in creating a safe and engaging classroom environment for students of color. Classroom instruction is aligned to standards, rigorous, engaging and accessible to all students. Teachers gain input from parent and student interest surveys to inform their instruction. Schoolwide practices include non-classroom staff building positive interactions with students as a school mentor or through engaging in classroom projects.

Strategies for providing high quality student-centered and culturally responsive instruction is the focus of our STEAM program.



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 can 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.

Due to the remote nature of the 2020-21 school year we will focus on the following sections from the Seattle Excellence Essential Practices and Strategies:

Within the 3rd Grade Reading Goal:

- Essential Practice 1: Strategic and targeted in instruction in foundational skills in Tier 1 and Tier 2 (K-2)
 - Provide resources to support at-home learning with connected texts
 - Generate “Tips for Reading at Home” with families to reinforce reading habits and stamina
- Essential Practice 2: Flexible, small group reading instruction targeted to students’ assessed needs
 - Create a weekly schedule to provide Being a Reader differentiated small-group instruction to all students
 - Plan for strategy groups/book clubs (grades 3-5)
 - Schedule time for students to engage in additional independent practice that is aligned to their assessed needs and connected to their learning in small group

Safe and Welcoming Environment

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

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

In order to center students and families at Hawthorne Elementary we will monitor and improve upon:

- Positive Climate: Relationships and Connection through
 - Universal Relationships
 - Universal Family Connections
- Social Emotional Learning Skills and Practices through
 - Circle Practices
 - Reaching Optimal Conditions for Teaching and Learning through restorative practices that



cultivate caring, empathy, and community in schools, that is supported by the Culturally Responsive Teaching and the Brain book study, and our partnership with the Satterberg Literacy Initiative's work with Cornelius Minor on Student Voices and Engagement in Learning

During TRI days we review and analyze school climate data to inform our practice in creating a safe, welcoming school environment. Staff engages in professional development book study on culturally responsive teaching and learning to incorporate those strategies in their classroom. PBIS, SEL and RULER goals are outlined to be taught throughout the year. Circles are utilized in classrooms to further strengthen student voice and foster positive interaction student and staff. Student led conferences, grade level family meetings and family arts integration projects (Faces of Hawthorne) also serve to support a school environment that is safe and inclusive for students.

Inclusive and Authentic Engagement

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

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

Family and Community Goals

Priority Goal:

For the 2020-2021 school year we would like to see a 15% increase in participation of parents in monthly Family Tool Kit Informational and Support Meetings.

Target Goal:

For the 2020-2021 school year we would like to see a 15% increase in participation of African American Families and Families of Color in monthly Family Tool Kit Informational and Support Meetings Series.

Plans for Family Engagement

Hawthorne is committed to providing a supportive and welcoming learning environment for all students and families. Every major student learning goal includes activities and strategies for increasing parent involvement. This includes providing opportunities for parents to partner and share input to school programs, volunteer in any way they can and become active, engaged participants in the education of their children. We are focused on ensuring in parent diversity on school planning and academic committees, room representatives, Family Engagement Team and our PTA governing body. We host monthly Coffee Chats for our diverse family groups of color and bilingual families where families can gain information, ask questions and share ideas

Hawthorne Elementary



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regarding school programs. Our Family Support Worker and ELL department collaborate with families to develop a monthly Family Tool Kit Meeting Series. Topics are based on parent need and interest generated from parent meetings or school-based topics. All school communication and notifications are translated in home languages.

2020 – 2021 COVID-19 CSIP Addendum

Hawthorne Elementary

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.



8. **Recommended School Specific Strategy as outlined in the Playbook:** Strong family engagement is at the heart of our school values and beliefs. Specific strategies and practices that we have used to engage students and families during remote learning include assessing student and family technology needs and communication preferences. To accomplish this, our staff conducted Tech Checks for all students' families to assess their technology needs for accessing remote instruction. The MTSS/Care Team created schoolwide database to ensure that MKV students received all necessary supports that allowed families to access instruction. We developed a distribution schedule to distribute technology devices, school supplies and textual materials to K-5 students and families during the 1st week of school. Prior to the start of school staff made introductory contact with all families via email, phone call or their preferred method of communication. All communication was translated to provide equal access to information for our bilingual families.

We have created and communicated schedules based on SPS Guidelines. Information regarding Hawthorne's programs, school operations and remote learning schedule was communicated to families through virtual town halls and community meetings, coffee chats for bilingual families focus groups, friends of Hawthorne PTA Newsletter, information posted on our school website, and other direct outreach methods.

We support staff and families in learning to use technology tools for live instruction and online classrooms. We created a Remote Learning Team to support staff and families in using online tools for remote instruction. Hawthorne staff participated in Remote Learning Institute and Distance learning Professional development trainings to learn how to set up remote learning classrooms online and plan synchronous and asynchronous instructional activities to all consistent experiences across our classrooms. We have provided training to students and families on how to log on/use online platforms such as Seesaw to access live and asynchronous instruction.

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.



4. Recommended School Specific Strategy as outlined in the Playbook:

Establish Welcome Routines (Positive Climate)

- Hawthorne's K-5 Remote schedule provides for common whole class SEL instruction through class meeting format for all classrooms from 8:30-9:30 5 days per week.
- Create norms for student discussion and activity
- Plan for community building and connections amongst students and staff
- Use of Mindfulness and RULER strategies to support social emotional growth

Engaging Practices

- Circle practices
- Allow students to interact with each other in pairs, small groups, or whole group using the chat feature and or verbal interaction.
- Provide activities that are engaging, culturally responsive and that encourage multiple voices to be heard
- Provide opportunities to engage in reflection on explicit bias and equity.

Optimistic Closure

- Commit to growth and prioritize reflection
- Identify future opportunities for connections, collaborations and follow up

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
 - A systemic plan to track and monitor learner experience data
 - (e.g. determine level of engagement to inform supportive practices.)
 - Collection and review of meaningful and purposeful data
 - (e.g. aligns to SPS assessment plan for 2020-21 school year.)



- Adult collaboration between educators and families
 - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
- Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.

9. **Recommended School Specific Strategy as outlined in the Playbook:**

Building meaningful relationships with students

- Implement Social Emotional learning skills and practices that serve to build a safe and inviting learning environment that support active student engagement and Circle Practices
- Create conditions for optimal teaching and learning environments through restorative practices and strategies. (Satterburg Initiative Staff PD with Cornelius Minor focusing on Student Voice and Engagement; **Culturally Responsive Teaching and the Brain** book study.)
- Establish clear expectations, and procedures in collaboration with student input

Planning Engaging Synchronous and Asynchronous instruction

- Plan lessons based on priority standard, that are culturally relevant and support both guided and independent practice; support whole group and small group instruction.
- Create links and access to course work through Seesaw Learning Platform
- Differentiate assignments based on student need (including students receiving Special Education services, English Language Learners and students with 504's)
- Hold weekly collaboration meetings with general education and Specialists staff to monitor student achievement
- Provide Opportunities for Accelerated learning for above grade level students and all students through Project Based Learning opportunities

Schoolwide MTSS Practices

- Design Rise Up Blocks by grade where students can receive additional small group academic support from Academic Intervention specialists in the areas of reading and Math
- Flexible grouping and progress monitoring to accelerate growth and achievement