



# 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

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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 3<sup>rd</sup> 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

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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.