

Hawthorne CSIP Goals 2017-18

Proficiency Component

Goal: Increase the percentage of students scoring Proficient/Distinguished in each content area on the Kentucky state assessment by 2022.

	% Proficient/Distinguished	
Content Ares	2017 Baseline	2022 Goal
Reading	56.1	64.6
Math	49	58.8
Social Studies	61.7	69.1
Writing	48.3	58.3
Language Mechanics	55	63.7

Objective: Increase the percentage of students scoring Proficient/Distinguished in each content area on the Kentucky state assessment by 2018.

	% Proficient/Distinguished	
Content Ares	2017 Baseline	2018 Objective
Reading	56.1	57.8
Math	49	51
Social Studies	61.7	63.2
Writing	48.3	50.3
Language Mechanics	55	56.7

Strategy/Rationale	Activity	Funding	Key Core Work Processes	State Regulation
Professional Learning	<ul style="list-style-type: none"> All certified staff members will participate in the PEP process that includes administrator and teacher meetings focused on professional growth based on student growth goals, professional growth goals, and professional practice. 	District Funded PD	1: Standards 2: Instruction 3: Assessment Literacy 4: Data	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement

	<ul style="list-style-type: none"> Both evaluating administrators will maintain evaluation certification. Professional Development in all contents will be aligned with the school goals and will be determined based on student achievement data from multiple sources. The instructional leadership team (ILT) will provide recommendations and school-wide professional development plans as needed. All teachers will submit a yearly professional growth plan that will include professional development plans. The growth plan must be prepared and completed in collaboration with school leadership. 		5: Support Processes 6: Culture	External Assistance
<p>Strengthen Core Instruction - By strengthening the core instruction throughout the building and across all contents, students will receive instruction that will be fully aligned with KCAS and will provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Instruction will be horizontally and vertically aligned and differentiated.</p>	<ul style="list-style-type: none"> Teachers will examine the standards and identify essential learnings within the standards as they align with the JCPS curriculum map. On a 9- week cycle, the team will then establish learning targets and formative assessments that match the standard and will provide meaningful data for instructional planning. In addition, teachers will participate in a standards deep dive as needed. Teachers will analyze the student data from common formative assessments, MAP assessments, and district formative assessments to determine what each student needs next in order to reach proficiency in each standard. Teachers will then provide students with specific and timely feedback about their learning. School leadership will use disaggregated data to identify changes needed to reduce achievement differences. Within the PLC, teachers will actively challenge themselves to learn about new instructional strategies and current educational research. Three times a year, teachers will self-assess their work as a PLC by completing and discussing the DuFour PLC rubric. 	General Budget \$9200	1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance

	<ul style="list-style-type: none"> The principal will provide opportunities for teachers to frequently and formally collaborate, analyze student data, and make instructional adjustments in planning days, school-day PLC time, and monthly faculty meetings. 			
Core Instruction	<ul style="list-style-type: none"> Reading: Reading instruction will include whole group instruction and small focus instruction with the components of the five core reading components: phonemic awareness, phonics, fluency, comprehension, and vocabulary as outlined in the Bellarmine Literacy Project. All students will have a daily fluency passage and a nightly reading log. Math: Math instruction will be grounded in the 8 Principles of Mathematical Practice and will focus on a balance of skills, problem-solving, and conceptual understanding. At least 75% of instructional demands will be higher-level (procedures with connections and doing mathematics) rather than lower-level (memorization and procedures without connections). Half of the math instructional team will participate in the Math Design Collaborative and incorporate those strategies/teaching methods in their instruction. Social Studies: All students will have access to high-quality social studies instruction using current, student-friendly instructional resources like Kentucky Studies Weekly, social studies textbooks, and authentic texts. Teachers will use interactive resources to support social studies content review like BrainPOP. Students will receive social studies instruction and review in special areas (library and computer), as well as in literacy instruction (Reach for Reading). 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance

	<ul style="list-style-type: none"> • Science: Teachers will plan for higher level questioning and the use of the scientific method to guide science instruction. All teachers will use Next Generation Science Standards as the foundation for instruction. Science-notebooking will be an aspect of science lessons as students practice the scientific method and reflect on their findings. Teachers will include two or more hands-on science learning experience per nine weeks. Teachers will use interactive resources to support science content review like BrainPOP and FossWeb. • Writing: Writing instruction will be grounded in the 7 Elements of Classroom Practice and will specifically focus on the three KCAS aligned writing types: argument, informative/explanatory, and narrative. Students and teachers will assess work based on purpose/focus, idea development, structure, and language/conventions. Writing will be embedded across contents and will be part of the daily learning experience. In addition, teachers will adhere to a vertical alignment of on-demand writing, paragraph types, and prewriting strategies. 			
Resources	The ILT or a group designated by the ILT will review the instructional materials to ensure KCAS alignment and communicate review to SBDM Council.	State \$14,973 (textbooks)	1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
Monitoring of Core Instruction	The school leadership will monitor the implementation of core program strategies and the impact of professional development through frequently classroom walk-throughs, frequent feedback to teachers, review of 9-week planning guides, review of PLC documents (agendas, minutes, self assessments, etc.) and frequent analysis of student data.		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance

Stakeholder Involvement - Activities will focus on ways to increase family and community support to meet the needs of the school.	<ul style="list-style-type: none"> Parents will receive the e-WOW (Electronic Weekly on Wednesday) weekly. The e-WOW will include all school communication like upcoming events, assessment updates, proficiency celebrations, and opportunities for volunteering. Parents may also sign up for One Call Now--e-mail, text, voicemail communication options. The school website (www.hawthornespanish.com) is updated with important school information and a school calendar. Through the e-WOW, parents will receive frequent opportunities to provide feedback on school policies, school opportunities, and other school topics. Parents and stakeholders are invited to volunteer in WatchDOGS (a father volunteering program), Every1Reads, and other school events (Turkey Trot, Holiday Luncheon, classroom help, etc.). Parents are also invited to be a Room Parent. 	PTA \$200 (Smore)	1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
Safe, Resourced, Supported, and Equipped Schools - Activities will be designed to promote a safe learning environment, increase student achievement and foster teachers knowledge.	<ul style="list-style-type: none"> The Student Response Team (SRT) and Positive Behavioral Interventions and Supports (PBIS) team meet monthly to review behavioral progress of students and to provide intervention when needed for students who are not being successful in the classroom. The SRT also responds to classroom needs when students exhibit unsafe or highly disruptive behavior. For non-urgent needs, staff can complete a Student Concern Form or a Staff Concern form. Student Concern forms. Staff Concern forms are addressed by a Solution Team that meets as needed. 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
Social and Emotional Learning	<ul style="list-style-type: none"> All students will participate in daily CARE for Kids meetings and yearly Peace Education training. These programs focus on social skills and creating a positive school and classroom climate. A Positive Behavior Interventions System (PBIS) Team meets monthly to identify ways to build school-wide positive 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance

	behavior support systems. Teachers utilize Second Steps curriculum to teach frequent social skills lesson.		5: Support Processes 6: Culture	
Peace Promotion	<ul style="list-style-type: none"> Hawthorne administration teaches a quick response to verbal bullying through STOP-WALK-TALK. All staff are trained on the plan, and all students have been taught how to apply the school wide bullying prevention/peace promotion strategy. As needed, the strategy will be reinforced and retaught. 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
Deeper Learning	<ul style="list-style-type: none"> A Deeper Learning pilot group of seven 4th grade students will meet every six days and participate in Deeper Learning experiences. The students will be preparing for extended Deeper Learning experiences in 2018-2019. Dependent upon District Funding Approval: A day will be dedicated to whole-school deeper learning (staff, students, parents). A Deeper Learning Focus Team consisting of parents and staff define the school's vision for Deeper Learning and how to initiate the school community into Deeper Learning. 	\$18,365 (pending district approval)	1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
Strengthening the Spanish Immersion Optional Program- All K-5 students participate in the Spanish immersion program. Any gains made in the effectiveness of the immersion program benefit the entire school population.	<ul style="list-style-type: none"> Teachers will receive on-going professional support from a certified Spanish immersion teacher. Immersion teachers will receive instructional feedback at a minimum of every three weeks. Immersion teachers will consistently use Spanish and immersion instructional techniques to build Spanish proficiency in students. Instruction will be aligned with content standards and world language standards. Parents will receive a Spanish proficiency report from teachers twice a year (January and May). Students will participate in a Spanish special area class every six days. 	\$32,000 General Budget (coach)	1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance

	<ul style="list-style-type: none">• A Spanish conversation group for adults and children meets monthly.			
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Growth Component

Goal: Increase the percentage of students meeting their expected growth by 10% in Reading and Math as measured by MAP by 2022. Baseline data is being collected in 2017-2018.

	% of Students Meeting Expected Growth	
	2017 Baseline	2022 Goal
Reading	(Spring 2018)	
Math	(Spring 2018)	

Objective: 75% of students will meet their expected Fall to Spring growth in Reading and Math as measured by MAP by 2018.

	% of Students Meeting Expected Growth	
	2017 Baseline	2018 Goal
Reading	(Winter 2018)	75%
Math	(Winter 2018)	75%

Strategy/Rationale	Activity	Funding	Key Core Work Processes	State Regulation
Professional Learning	<ul style="list-style-type: none"> School leadership will attend MAP training sessions and lead the school learning around MAP data analysis and implications for instruction and student learning. Teachers will receive on-going MAP data analysis support formally (PLCs and faculty meetings) and informally (pre-observation conferences). 	District funded	1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
Administration of MAP	<ul style="list-style-type: none"> All general education K-5 students will complete the MAP assessment in the MAP window. MAP assessment schedules will be designed to reduce impact on instructional time. 	District Funded	1: Standards 2: Instruction 3: Assessment Literacy	Curriculum/Standards Professional Development Use of Data

	<ul style="list-style-type: none"> Parents will be invited to a parent meeting for an overview of MAP results. Printed copies of MAP results will be sent home with each student. 		4: Data 5: Support Processes 6: Culture	Academic Support Parent Involvement External Assistance
Instructional Use of MAP	<ul style="list-style-type: none"> Homeroom teachers will be trained on how to use MAP data to make whole class instructional decisions. Homeroom teachers will be trained on how to use MAP data to differentiate for all levels of students (below, on, and above). 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
Student Goal Setting	<ul style="list-style-type: none"> All students will participate in goal setting prior to the winter MAP assessment. Professional support will be provided to teachers who need support with student goal setting. 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance

Gap Component

Goal: Increase the percentage of students in each of the following gap scoring Proficient/Distinguished and decrease the percentage of students scoring Novice by 10% in reading and math on the Kentucky state assessment by 2022.

	% Proficient/Distinguished		% Novice	
Reading	2017 Baseline	2022 Goal	2017 Baseline	2022 Goal
African-American	23.8	38.5	52.4	47.2
Hispanic	53.8	62.7	23.1	20.8
English Language Learners	20	35.4	60	54
Free/Reduced Meals	43	54	34.7	31.2
Disability w/IEPs	12.5	29.3	31.3	28.2
Gap Group	43	54	32.6	29.4
Math	2017 Baseline	2022 Goal	2017 Baseline	2022 Goal
African-American	14.3	30.8	52.4	47.2
Hispanic	56.4	64.8	17.9	16.1
English Language Learners	10	27.3	50	45
Free/Reduced Meals	34.7	37.2	28.1	25.3
Disability w/IEPs	6.3	24.3	25	22.5
Gap Group	35.6	48	28.1	25.3

Objective: Increase the percentage of students in each of the following gap groups scoring Proficient/Distinguished and decrease the percentage of students scoring Novice by 3% in reading and math on the Kentucky state assessment by 2018.

	% Proficient/Distinguished		% Novice	
Reading	2017 Baseline	2018 Objective	2017 Baseline	2018 Objective
African-American	23.8	26.7	52.4	50.8
Hispanic	53.8	55.6	23.1	22.4
English Language Learners	20	23.1	60	58.2
Free/Reduced Meals	43	45.2	34.7	33.7
Disability w/IEPs	12.5	15.9	31.3	30.4
Gap Group	43	45.2	32.6	31.6

Math	2017 Baseline	2018 Objective	2017 Baseline	2018 Objective
African-American	14.3	17.6	52.4	50.8
Hispanic	56.4	58.1	17.9	17.4
English Language Learners	10	13.5	50	48.5
Free/Reduced Meals	34.7	37.2	28.1	27.3
Disability w/IEPs	6.3	9.9	25	24.3
Gap Group	35.6	38.1	28.1	27.4

Strategy/Rationale	Activity	Funding	Key Core Work Processes	State Regulation
Intervention and Enrichment for All Students - Using multiple data points (proficiency assessments, diagnostic assessments, classroom performance, KPREP, diagnostic reading assessment scores, Lexia Core 5 performance, and Dreambox performance), students will be assigned to intervention or enrichment as part of flexible grouping.	<ul style="list-style-type: none"> • Intervention: Students who demonstrate a learning need in a specific standard or skill will be provided intervention opportunities. In all content areas, focus group instruction will be the primary intervention approach. In addition to focus groups, all students will have access to Lexia Core 5 for reading and Dreambox for math. • Intervention: Some students will also be assigned to Every1Reads tutors, other volunteers, targeted one-on-one reading intervention, or a pull-out group to address specific learning needs. Lexia Core 5 and Dreambox can be used by students 24 hours a day from school or home, providing students with additional learning time. • Enrichment: Students who demonstrate proficiency in a specific standard or skill beyond that of the class as a whole will be provided enrichment opportunities. In all content areas, focus group instruction will be the primary enrichment approach. • Enrichment: In addition to focus groups, all students will have access to Lexia Core 5 for reading and Dreambox for math. Lexia Core 5 and Dreambox can be used by students 24 hours a day from school or home, providing students with additional learning time. Some students will also participate in Next Steps (1st-3rd grades) or Advance Program (4th and 5th grades) as determined by a cognitive 	<p>\$14,349 Flexible Funds (ESS)</p> <p>\$6054 Section 7 Approval</p>	<p>1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture</p>	<p>Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance</p>

	assessment and the Advance Program qualification process.			
Extended Learning Opportunity	<ul style="list-style-type: none"> In the winter of 2018, students will be identified to receive extended learning opportunities with transportation provided, if needed. These students will receive targeted instructional support in reading and math to progress toward grade-level benchmarks. 	\$10,000 District Budget Request Approval	1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
Tier 2 and Tier 3 Support in Whole-Group Tier 1 Instruction	<ul style="list-style-type: none"> Teachers will receive on-going professional development in differentiation within whole group Tier 1 instruction. Principals from other elementary schools will provide feedback on lesson plans and instruction through an instructional round. Instructional leaders will provide feedback on lesson plans and instruction through walk-throughs. 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
New Teacher Support	<ul style="list-style-type: none"> Teachers new to Hawthorne are assigned a mentor. Mentees meet weekly with the assistant principal and monthly with their mentors. Mentors conduct classroom observations and give their mentees feedback on instructional practices and classroom management. All teachers are included in a Professional Learning Community. PLCs are given an opportunity to meet weekly for 50 minutes. 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance

Transition Component

Goal: Increase the percentage of students scoring Proficient/Distinguished to 61.7 on the combined average of percentage P/D in reading and math on the Kentucky state assessment by 2022.

	% Proficient/Distinguished (combined scores from Reading and Math)	
	2017 Baseline	2022 Goal
All Students	52.6	61.7

Objective: Increase the percentage of students scoring Proficient/Distinguished to 54.4 on the combined average of percentage P/D in reading and math on the Kentucky state assessment by 2018.

	% Proficient/Distinguished (combined scores from Reading and Math)	
	2017 Baseline	2018 Objective
All Students	52.6	54.4

Strategy/Rationale	Activity	Funding	Key Core Work Processes	State Regulation
Kindergarten Readiness	<ul style="list-style-type: none"> Incoming kindergarten students will attend a kindergarten orientation that includes a student assessment and specific strategies for parents regarding preparation for kindergarten. All kindergarten students will be assessed using the Brigance to determine kindergarten readiness. This information will be communicated to parents and will be used by teachers for instructional purposes. 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
School Vision Statement	<ul style="list-style-type: none"> The school vision statement is the foundation of our decisions and serves as the guide for our work. Vision Statement: Every Hawthorne student will enter middle school on or above grade level. Student and staff proclaim the statement each morning before the day begins. 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance

Middle School Readiness	<ul style="list-style-type: none"> 5th grade students and parents will be invited to participate in a middle school preparation night. Students unable to attend the event will meet with the counselor who will talk to them about the middle school application process and other transitional preparation. 		1: Standards 2: Instruction 3: Assessment Literacy 4: Data 5: Support Processes 6: Culture	Curriculum/Standards Professional Development Use of Data Academic Support Parent Involvement External Assistance
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