

READING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3

Grade 4

Grade 5

Overall: 35%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	33.8	58.4	7.8
Listening and Speaking	15.6	75.3	9.1
Writing	23.4	67.5	9.1
Research/Inquiry	15.6	62.3	22.1

Overall: 37.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	45.8	30.6	23.6
Listening and Speaking	29.2	55.6	15.3
Writing	38.9	44.4	16.7
Research/Inquiry	29.2	51.4	19.4

Overall: 44.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	36.8	41.2	22.1
Listening and Speaking	17.6	72.1	10.3
Writing	23.5	54.4	22.1
Research/Inquiry	22.1	48.5	29.4

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2	<ul style="list-style-type: none"> Unpack each rigorous common assessment and use backward design to plan unit instruction based on assessed standards and vocabulary Utilize GLAD strategies consistently Align checkpoint results with equity targets 	<ul style="list-style-type: none"> G3 - G5: Checkpoints
1.2 1.3	<ul style="list-style-type: none"> Provide and communicate a clear learning target and explain why it is important 	<ul style="list-style-type: none"> Student interview data
1.3 1.2	<ul style="list-style-type: none"> Embed common core shifts into instruction through the use of core curriculum and new supplemental curriculum materials (close reading, accountable talk, and writing from sources) Teach academic tier two and three words Integrate inference into each literacy unit Identify central theme and main idea in informational and literary texts 	<ul style="list-style-type: none"> G3-G5 Interim Based Assessment (IBA) G3-G5 Checkpoints

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
3.2 3.3	<ul style="list-style-type: none"> Meet every 4-6 weeks in professional learning communities (PLCs) with instructional coaches and administrators to review progress on the instructional maps, assessments, and student work Monitor student AR goals 	<ul style="list-style-type: none"> G3 - G5: Checkpoints District Reading Assessment (DRA) data Leveled Literacy Intervention (LLI) Imagine Learning (IL) Student intervention plans Accelerated Reader (AR) participation and success rates
1.3 1.2	<ul style="list-style-type: none"> Assign struggling learners to appropriate interventions (Leveled Literacy Intervention (LLI), Imagine Learning (IL) Action Area Tools, Sylvan and homework) 	<ul style="list-style-type: none"> Consistent attendance DRA LLI IL DRA Progress Monitoring
1.5	<ul style="list-style-type: none"> Strengthen the culture of reading at Hawthorne 	<ul style="list-style-type: none"> Improve AR data by 10 percent from the 2015- 16 Summer reading challenge Percentage of students meeting reading goal Boys' library check out rates

WRITING ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 35%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 37.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 44.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	33.8	58.4	7.8	Reading	45.8	30.6	23.6	Reading	36.8	41.2	22.1
Listening and Speaking	15.6	75.3	9.1	Listening and Speaking	29.2	55.6	15.3	Listening and Speaking	17.6	72.1	10.3
Writing	23.4	67.5	9.1	Writing	38.9	44.4	16.7	Writing	23.5	54.4	22.1
Research/Inquiry	15.6	62.3	22.1	Research/Inquiry	29.2	51.4	19.4	Research/Inquiry	22.1	48.5	29.4

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2 1.3	<ul style="list-style-type: none"> Increase the volume of writing in all content areas (math journals, science journals, and writing journals) STEM/ELA integrated performance tasks On-going writing of informational and narrative texts 	<ul style="list-style-type: none"> Student Journals with CIA, Google Docs, Journals & quick writes Engineering is Elementary (EIE) Integrated performance task results District Benchmark Writing Assessments
1.2 1.3 3.3	<ul style="list-style-type: none"> Increase writing from sources (using evidence to inform or make an argument) Use rubrics and Common Core State Standards (CCSS) to analyze and discuss K-5 students writing (three times per year) 	<ul style="list-style-type: none"> Writing from Sources assessments IBA District Writing Benchmark Assessments
2.3 3.2 3.3 2.2a	<ul style="list-style-type: none"> Meet every quarter (9 weeks) in PLCs with instructional coaches and administrators to review place in instructional map, assessments, and student work 	<ul style="list-style-type: none"> Writing benchmark assessments Writing from Sources assessments IBA Checkpoints

MATH ACTION PLAN

Key Performance Outcome:

2015-16 SBA Results

The target for the 2016-17 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 50%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 50%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 36.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	31.2	36.4	32.5	Concepts and Procedures	33.8	33.8	32.4	Concepts and Procedures	42.6	38.2	19.1
Problem Solving and Modeling & Data Analysis	18.2	61.0	20.8	Problem Solving and Modeling & Data Analysis	29.4	54.4	16.2	Problem Solving and Modeling & Data Analysis	33.8	48.5	17.6
Communicating Reasoning	6.5	58.4	35.1	Communicating Reasoning	23.5	51.5	25.0	Communicating Reasoning	32.4	52.9	14.7

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2 1.3	<ul style="list-style-type: none"> Implement 90-minute math blocks (1st - 5th) for Plan, Do, Check, Act Reteach using para-educator support 	<ul style="list-style-type: none"> Unit Topic Assessments STAR360 Math Testing
1.3a	<ul style="list-style-type: none"> Preview each common assessment and use backward design to plan unit instruction based on assessed standards and utilizing GLAD strategies 	<ul style="list-style-type: none"> Notes from PLC meetings District leveled topic assessments STAR360 math testing
1.3	<ul style="list-style-type: none"> Teach tier-two and tier-three vocabulary explicitly, using a variety of strategies 	<ul style="list-style-type: none"> District leveled topic assessments STAR360 math testing Formative assessments and surveys IBA
1.2 1.4	<ul style="list-style-type: none"> Use high-leverage instructional practices to develop understanding of place value (including decimals), and to increase success with strategies that use place value to perform multi-digit arithmetic 	<ul style="list-style-type: none"> District leveled topic assessments STAR360 math testing IBA
1.3a	<ul style="list-style-type: none"> Use high-leverage instructional practices to develop measurement concepts and skills including: measuring, estimating, converting, and problem solving 	<ul style="list-style-type: none"> District leveled topic assessments STAR360 math testing IBA

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
2.3 3.2 3.3 2.2a	<ul style="list-style-type: none"> Meet as grade level PLC's every 4-6 weeks with instructional coaches and administrators to review place in instructional map, disaggregate assessments, review student work, and plan for instruction 	<ul style="list-style-type: none"> Notes from Math PLC Meetings Student Intervention Plans District Leveled Math Assessment

SCIENCE ACTION PLAN

Key Performance Outcome:

The target for the 2016-17 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

2015-16 MSP Results

5th Grade

Overall: 45.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	54.4	45.6
Inquiry	52.9	47.1
Application of Science	42.6	57.4
Domains	60.3	39.7

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2 1.3	<ul style="list-style-type: none"> Administer the Measure of Student Performance (MSP) practice assessments Increase the use of science texts in the daily 5 process 	<ul style="list-style-type: none"> Engineering kit scientific writing tasks <ul style="list-style-type: none"> G1-G5 EIE and Performance Tasks connected to EIE G3-G5 STEM Kits As monitored by administrators
1.2 1.3	<ul style="list-style-type: none"> Increase the usage of the science kits as monitored by school administrators 	<ul style="list-style-type: none"> Science Notebooks EIE Assessment Data
1.2 1.3	<ul style="list-style-type: none"> Introduce elements of the scientific inquiry process K-5 GLAD posters for GK-G5 for the scientific inquiry process 	<ul style="list-style-type: none"> End of unit Assessment (EIE Performance Task) G2-G5
2.1	<ul style="list-style-type: none"> Expand after school STEM learning opportunities 	<ul style="list-style-type: none"> Increase percentages of participation based on 2015-16 rates Increase performance rate in robotics

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2016-17 school year is to increase the number of parents and staff members joining the PTA and to increase the number of families enrolled in our Natural Leader program. (all data compared to the 2015-16 school year)

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
5.2.b	<ul style="list-style-type: none"> Increase or maintain Hawthorne's Natural Leaders and PTA membership 	All data compared to the 2015 16 family partnership <ul style="list-style-type: none"> Enrollment and participation in Natural Leaders meetings and events (sign in sheets) Membership and participation in PTA meetings and events Attendance at meetings and trainings
5.3.a	<ul style="list-style-type: none"> Provide monthly newsletters to families with translated versions included Post the newsletter and updates on the school website Grade level weekly/monthly newsletters sent home in Wednesday folders Launch and maintain website and Facebook page Increase communication to parents from teachers (phone calls, e-mails, home visits and postcards) 	<ul style="list-style-type: none"> Web site analytics Current newsletters are posted in main hallway Teachers' communication log
5.3.a 5.2.b	<ul style="list-style-type: none"> Provide Title I parent events centered around instruction, family support, and academic interventions 	<ul style="list-style-type: none"> Attendance (compared to the 2015 16 school year) Feedback forms
5.2.b	<ul style="list-style-type: none"> Work with community partners to support Hawthorne students and families 	<ul style="list-style-type: none"> Programs/Resource logs Family check in log
5.4.b	<ul style="list-style-type: none"> Increase the number of volunteers working with students at Hawthorne 	<ul style="list-style-type: none"> Volunteer log WatchDOGS kickoff event and volunteer log
5.4.b	<ul style="list-style-type: none"> Launch Family Library Hour (weekly) 	<ul style="list-style-type: none"> Sign in sheet

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

The target for the 2016-17 school year is to implement the Panorama survey to 4th and 5th grade students and to use the information from the survey and the tools to target specific areas of need.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
5.1.a	<ul style="list-style-type: none"> Increase opportunities for our families to share their culture through multicultural events 	<ul style="list-style-type: none"> All data compared to the 2015-16 family partnership Attendance at multicultural events
1.4.a	<ul style="list-style-type: none"> Provide interpreters and support staff at each family event 	<ul style="list-style-type: none"> Interpreter requests through Refugee and Immigrant Forum
5.1	<ul style="list-style-type: none"> Provide daily assistance to our families such as registering a child for school, School bell support, doctor appointments, and support for housing and counseling using the support from the family advocate and additional interpreters 	<ul style="list-style-type: none"> Number of referrals Log of events and needed support
5.1.a	<ul style="list-style-type: none"> Staff are visible before and after school to remind parents of Hawthorne events and activities 	<ul style="list-style-type: none"> Attendance at Hawthorne events
5.1.a	<ul style="list-style-type: none"> Host Coffee with Principals (one specifically at the beginning of the year for kinder families) 	<ul style="list-style-type: none"> Attendance at coffee with principals
5.1.a	<ul style="list-style-type: none"> Communicating to parents on how to contact their child's teacher, meet with the administrators, counselor, or family advocate 	<ul style="list-style-type: none"> Parent feedback and office staff self-report

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
5.1.a	<ul style="list-style-type: none"> Provide family advocate support to families 	<ul style="list-style-type: none"> Family advocate log
5.1.a	<ul style="list-style-type: none"> Convene regular safety team meetings to discuss and act on building student and staff safety issues 	<ul style="list-style-type: none"> Debriefing notes after safety drills Safety work order completion
5.1.a	<ul style="list-style-type: none"> Create comprehensive academic intervention system 	<ul style="list-style-type: none"> Attendance at Sylvan tutoring groups Morning and after school attendance at IL, LLI and homework club Attendance at summer school

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
5.1.a	<ul style="list-style-type: none"> Maintain positive behavior team 	<ul style="list-style-type: none"> Behavior Data Team Notes Electronic referral & quantitative data analysis
5.1.a	<ul style="list-style-type: none"> Maintain and grow Positive Behavior Intervention and ACE Professional Development 	<ul style="list-style-type: none"> Reduces referrals Teachers self-reporting
Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
5.4.b	<ul style="list-style-type: none"> Identify and ensure the potential for highly capable students and complete the referral process 	<ul style="list-style-type: none"> Number of highly capable referrals at each grade level
1.1 1.3	<ul style="list-style-type: none"> Strengthen LEGO Robotics club for fourth and fifth grade students 	<ul style="list-style-type: none"> LEGO Club performance in competition Community partner involvement in robotic club
1.2 1.3	<ul style="list-style-type: none"> Facilitating the process with community support in providing Hawthorne with a new playground structure 	<ul style="list-style-type: none"> Completion of the new playground Ribbon cutting ceremony Attendance at the ceremony

ATTENDANCE

Key Performance Outcome(s):

The target for the 2016-17 school year is to increase the overall attendance rate by 15 percent and decrease the tardiness rate by 15 percent. (all data compared to 2015-16)

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
5.1.a	<ul style="list-style-type: none"> Continue “All Here” recognition and reward classroom based attendance incentive program 	<ul style="list-style-type: none"> Recognition data from HAWKS Pride assemblies
5.1.a	<ul style="list-style-type: none"> Clearly communicate and stress the importance of consistent, on-time attendance with students and families 	<ul style="list-style-type: none"> Principal's newsletter PTA newsletter Attendance data
5.1.a	<ul style="list-style-type: none"> Meet regularly with counselor, attendance clerk, and administrator to monitor attendance, track trends, and address concerns 	<ul style="list-style-type: none"> Attendance data
5.1.a	<ul style="list-style-type: none"> Communicate regularly with district attendance coordinator to address persistent attendance issues 	<ul style="list-style-type: none"> Decrease the number of students who are tardy tracked by using attendance data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2016-17 school year is to increase student Chromebook usage in all content areas of instruction and staff laptop usage during PLC's. (all data compared to 2015 16 data)

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measurable evidence of student learning?
1.2 1.3	<ul style="list-style-type: none"> Integrate Google Classroom and other online classroom tools (OneNote, Discovery Ed classroom) in our intermediate classrooms to share information and manage assignments and learning resources. 	<ul style="list-style-type: none"> Number of students accessing Google Classroom in grades 3-5 Number of students accessing Google Classroom in Specialists or primary classrooms Number of students accessing other online classroom tools (On Note, Discovery Ed)
1.2	<ul style="list-style-type: none"> Implement Keyboarding Without Tears (KWT) on Chromebooks on a monthly basis for grades 3-5 	<ul style="list-style-type: none"> Learning Log meeting notes/LIF Agenda Template Notes
2.1 2.3	<ul style="list-style-type: none"> Utilize HP Elite x2 devices and OneNote/Google Classroom for collaborative planning in PLCs. 	<ul style="list-style-type: none"> Learning Log meeting notes/LIF Agenda Template Notes
1.2 2.3 3.2.a	<ul style="list-style-type: none"> Collaboratively plan, score, input data, and analyze trends on common assessments. 	<ul style="list-style-type: none"> Learning Log meeting notes/LIF Agenda Template Notes
1.2	<ul style="list-style-type: none"> Implementation of digital citizenship lessons in technology class for all students. 	<ul style="list-style-type: none"> Learning Log meeting notes/LIF Agenda Template Notes