

<b>ELA ACTION PLAN</b>	
<b>Key Performance Outcome:</b> 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.	
<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Utilize professional development and consistent feedback to improve the implementation of phonics instruction at the primary grade levels to improve Tier 1 literacy instruction and student outcomes.	<ul style="list-style-type: none"> <li>• Reach for Reading: end of unit assessments (K-5)</li> <li>• I-Ready reading diagnostic assessments (K-5)</li> <li>• Walkthrough data collection forms (K-5)</li> <li>• OEL Cycle teacher reflection forms (K-5)</li> </ul>
Improve flexible groups to provide push in intervention for students in foundational reading skills ( <i>grades K-2</i> ) and or word study ( <i>grades 3-5</i> ) with a specific focus on language and vocabulary acquisition.	<ul style="list-style-type: none"> <li>• Reach for Reading: end of unit assessments (K-5)</li> <li>• Reach for Reading/teacher-created formative assessments (K-5)</li> <li>• I-Ready reading diagnostic assessments, phonological awareness and phonics domains (K-2)</li> <li>• I-Ready reading diagnostics assessments, high frequency words &amp; vocabulary domains (3-5)</li> </ul>
Increase the use of quick formative assessments of core reading skills to monitor student progress for targeted intervention and the celebration of student and staff achievement.	<ul style="list-style-type: none"> <li>• Reach for Reading: end of unit assessments (K-5)</li> <li>• Reach for Reading/teacher-created formative assessments (K-5)</li> <li>• I-Ready reading diagnostic assessments (K-5)</li> </ul>
Provide collaborative time for grade level teams to plan reading units with a culturally responsive lens to increase student engagement and rigor.	<ul style="list-style-type: none"> <li>• Reach for Reading: end of unit assessments (K-5)</li> <li>• Reach for Reading/teacher-created formative assessments (K-5)</li> <li>• I-Ready reading diagnostics assessments (K-5)</li> <li>• OEL Cycle teacher reflection forms (K-5)</li> </ul>

<b>Writing Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Utilize GLAD strategies to provide written response structures (RACE) for all students to utilize across content areas when responding to short and long answer response questions.	<ul style="list-style-type: none"> <li>• Writing Foundations Benchmark Assessments (K-3)</li> <li>• Reach for Reading Common Writing Assessments (3-5)</li> <li>• Teacher-created formative assessments (K-5)</li> <li>• OEL Cycle teacher reflection forms (K-5)</li> </ul>
Improve our understanding of the importance of writing within the WIDA Framework and standards and how to help students accelerate their language acquisition.	<ul style="list-style-type: none"> <li>• Writing Foundations Benchmark Assessments (K-3)</li> <li>• Reach for Reading Common Writing Assessments (3-5)</li> <li>• Teacher-created formative assessments (K-5)</li> <li>• OEL Cycle teacher reflection forms (K-5)</li> </ul>
Increase the use of quick formative assessments of writing skills to monitor student progress for targeted intervention and the celebration of student and staff achievement.	<ul style="list-style-type: none"> <li>• Writing Foundations Benchmark Assessments (K-3)</li> <li>• Reach for Reading Common Writing Assessments (3-5)</li> <li>• Teacher-created formative assessments (K-5)</li> <li>• OEL Cycle teacher reflection forms (K-5)</li> </ul>
Provide collaborative time for grade level teams to plan writing units with a culturally responsive lens to increase student engagement and rigor.	<ul style="list-style-type: none"> <li>• Writing Foundations Benchmark Assessments (K-3)</li> <li>• Reach for Reading Common Writing Assessments (3-5)</li> <li>• Teacher-created formative assessments (K-5)</li> <li>• OEL Cycle teacher reflection forms (K-5)</li> </ul>

<b>MATH ACTION PLAN</b> <b>Key Performance Outcome:</b> 90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.	
<b>Math Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Utilize targeted professional development and consistent feedback to improve the implementation of GLAD instructional routines to improve Tier 1 mathematics instruction and student outcomes.	<ul style="list-style-type: none"> <li>• IM implementation rubric walk throughs (k-5)</li> <li>• Walkthrough data collection forms (K-5)</li> <li>• OEL Cycle teacher reflection forms (k-5)</li> <li>• Illustrative Mathematics summative assessments (K-5)</li> </ul>
Improve math center instructional time to provide push in intervention for students in foundational math skills ( <i>number and operations</i> )	<ul style="list-style-type: none"> <li>• Teacher-created or IM-created formative assessments (K-5)</li> <li>• Illustrative Mathematics summative assessments (K-5)</li> <li>• I-Ready mathematics diagnostics assessments (K-5)</li> </ul>
Increase the use of quick formative assessments of science skills to monitor student progress for targeted intervention and the celebration of student and staff achievement.	<ul style="list-style-type: none"> <li>• Illustrative Mathematics summative assessments (K-5)</li> <li>• Teacher-created or IM-created formative assessments (K-5)</li> <li>• I-Ready math diagnostic assessments, number sense domain (3-5)</li> </ul>
Provide collaborative time for grade level teams to plan math units with a culturally responsive lens to increase student engagement and rigor.	<ul style="list-style-type: none"> <li>• IM implementation rubric walk throughs (k-5)</li> <li>• Walkthrough data collection forms (K-5)</li> <li>• OEL Cycle teacher reflection forms (k-5)</li> <li>• Illustrative Mathematics summative assessments (K-5)</li> </ul>

## SCIENCE ACTION PLAN

### Key Performance Outcome:

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.

#### 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 measure of student learning that would predict strand level proficiency performance on the WCAS?

Utilize targeted professional development and consistent feedback to improve the implementation of GLAD instructional routines to improve Tier 1 science instruction and student outcomes.

- Materials created for science units (*K-5*)
- EPS Science Kit Assessments (*K-5*)

Improve our understanding of the importance of content within the WIDA Framework and standards and how to help students accelerate their language acquisition.

- EPS Science Kit Assessments (*K-5*)
- Teacher-created science formative assessments (*K-5*)

Utilize common formative assessment data during grade level team meetings to adjust mathematical instruction and identify students for targeted intervention.

- EPS Science Kit Assessments (*K-5*)
- Teacher-created science formative assessments (*K-5*)

Provide collaborative time for grade level teams to plan science units with a culturally responsive lens to increase student engagement and rigor.

- EPS Science Kit Assessments (*K-5*)
- Teacher-created science formative assessments (*K-5*)

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

**Key Performance Outcomes:**

**Welcoming Culture:** Students will communicate their perceptions of physical safety and sense of belonging based on Panorama student data from the fall and spring surveys. We will increase this response from spring of 2023 to spring of 2024.

**Physical, Emotional and Intellectual Safety:** Students will communicate their perceptions of psychological safety and sense of belonging based on Panorama student data from the fall and spring surveys. We will increase this response from fall to spring of the 2022-2023 school year

**Equitable and Accessible Opportunities:** 77% of ML students will be on track to transition out of services within six years by 2027.

<b>Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
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**Welcoming Culture**

Improve communication between staff, students and families through established systems.	Staff Panorama survey data: (Belonging and Cultural Awareness/Action) Panorama survey data:(3-5, sense of belonging)
Increase monthly events to increase belonging and joy in the school environment for both students and staff	Student Panorama survey data: (3-5, Sense of Belonging) Staff Panorama survey data: (Belonging and Cultural Awareness/Action) Panorama survey data:(3-5, sense of belonging)

**Physically, Emotionally, and Intellectually Safe Environment**

Utilize common systems for data collection to help staff and students celebrate the academic, behavioral and attendance success of students.	<ul style="list-style-type: none"> <li>• Student Data Binders</li> <li>• Hawthorne Data Dashboard</li> </ul>
Improve schoolwide RULER implementation to help students develop self-regulation skills.	<ul style="list-style-type: none"> <li>• Panorama Survey: Self-Management Domain (grade 3-5)</li> </ul>
Increase professional development for staff on de-escalation of dysregulated students across settings	<ul style="list-style-type: none"> <li>• Panorama Survey: Student Safety (grade 3-5)</li> </ul>

**Equitable and Accessible Opportunities**

Improve after school enrichment opportunities and scheduling to enhance student's prior knowledge, capitalize on their interests, and create a sense of belonging at school.	<ul style="list-style-type: none"> <li>• Afterschool Participation Logs</li> <li>• I-Ready Usage by report groups</li> <li>• Imagine Language and Learning Usage Reports</li> </ul>
Increase our understanding of the WIDA framework to provide more appropriate support to students who are multilingual learners	<ul style="list-style-type: none"> <li>• End of Unit Assessments</li> <li>• I-Ready Diagnostic Assessments</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Hawthorne will increase and foster family and parent engagement through regular communication, two-way communication, and responsive school community events.

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 measure will you use to determine the success of your action items?
Increase participation with Parent Teacher Association and the Natural Leaders to create more parent participation in the school	<ul style="list-style-type: none"> <li>• School Stakeholder Annual Survey (<i>Participation Rate</i>)</li> <li>• School Stakeholder Annual Survey (<i>Family Engagement</i>)</li> </ul>
Improve our education of families around foundational skills that can be supported at home through daily practice and teacher provided homework	<ul style="list-style-type: none"> <li>• School Stakeholder Annual Survey (<i>Family Engagement</i>)</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
Improve student attendance monitoring to develop Tier 2 interventions with teachers and staff members	<ul style="list-style-type: none"> <li>• Monthly average daily attendance reports</li> <li>• Tier 2 Attendance Intervention Groups</li> </ul>
Increase communication to families specific to the importance of attendance	<ul style="list-style-type: none"> <li>• Monthly average daily attendance reports</li> </ul>

# INSTRUCTIONAL TECHNOLOGY

## Key Performance Outcome(s):

The target for the 2023-2024 school year is 100% of students in all grade levels creating published digital-based work through a collaborative process

Instructional Technology Action Items	Key Performance Indicators (KPIs)
(Actions that improve performance towards outcomes) What are you going to do?	(Formative measures of actions) What measure will you use to determine the success of your action items?
Utilize interactive panels and microphones to increase student engagement	<ul style="list-style-type: none"><li>Walkthrough data collection forms (K-5)</li></ul>
Provide collaborative time for grade level teams to plan units with a culturally responsive lens to increase student engagement and rigor with the incorporation of digital tools.	<ul style="list-style-type: none"><li>K-5 digital evidence of technology-based composed or published work and technology-based projects or presentations</li></ul>

(Actions that improve performance towards outcomes)

What are you going to do?

Utilize interactive panels and microphones to increase student engagement

Provide collaborative time for grade level teams to plan units with a culturally responsive lens to increase student engagement and rigor with the incorporation of digital tools.

## Key Performance Indicators (KPIs)

(Formative measures of actions)

What measure will you use to determine the success of your action items?

- Walkthrough data collection forms (K-5)

- K-5 digital evidence of technology-based composed or published work and technology-based projects or presentations

