

READING ACTION PLAN				Key Performance Outcome:							
2017-18 SBA Results				The target for the 2018-19 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: 49.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 48%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 38%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	31.3	43.8	25.0	Reading	23.1	57.7	19.2	Reading	25.8	61.3	12.9
Listening and Speaking	23.4	59.4	17.2	Listening and Speaking	16.7	70.5	12.8	Listening and Speaking	24.2	66.1	9.7
Writing	28.1	46.9	25.0	Writing	26.9	59.0	14.1	Writing	27.4	61.3	11.3
Research/Inquiry	20.3	42.2	37.5	Research/Inquiry	17.9	56.4	25.6	Research/Inquiry	29.0	51.6	19.4

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2	<ul style="list-style-type: none"> Implement 90-minute balanced literacy model using Reach for Reading (RFR) curriculum (vocabulary, comprehension, writing, and editing) Unpack each unit common assessment, identify clear learning targets, and use backward design to plan best practice routines based on assessed standards and vocabulary Utilize GLAD strategies consistently Use IBA and Reach for Reading (RFR) unit assessment results to determine equity targets gaps and develop interventions 	<ul style="list-style-type: none"> G3-G5 Reach for Reading assessments (vocabulary, comprehension and writing, editing) iREADY data IBA data
1.3 1.2	<ul style="list-style-type: none"> Teach RFR vocabulary (tier 2 & 3 words) Utilize RFR intervention curriculum to address areas of focus on the SBA 	<ul style="list-style-type: none"> iREADY data Reach for Reading assessments (vocabulary) IBA data

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 measure of student learning that would predict strand level proficiency performance on the SBA?
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's AR and iReady goals Establish common implementation AR and iReady procedures 	<ul style="list-style-type: none"> District reading assessment (DRA) data iReady data Leveled literacy intervention (LLI) Imagine learning (IL) Student intervention plans Accelerated Reader (AR) data
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, tutoring, and homework) 	<ul style="list-style-type: none"> Consistent attendance DRA K-2 LLI IL DRA Progress Monitoring iReady data
1.5	<ul style="list-style-type: none"> Empower students to identify themselves as readers within a community that values a culture of reading 	<ul style="list-style-type: none"> Improve AR data by 10 percent from the 2017 18 school year Increase attendance at literacy events Increase summer reading challenge participation by 15%

WRITING ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 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: 49.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 48%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 38%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	31.3	43.8	25.0	Reading	23.1	57.7	19.2	Reading	25.8	61.3	12.9
Listening and Speaking	23.4	59.4	17.2	Listening and Speaking	16.7	70.5	12.8	Listening and Speaking	24.2	66.1	9.7
Writing	28.1	46.9	25.0	Writing	26.9	59.0	14.1	Writing	27.4	61.3	11.3
Research/Inquiry	20.3	42.2	37.5	Research/Inquiry	17.9	56.4	25.6	Research/Inquiry	29.0	51.6	19.4

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2 1.3	<ul style="list-style-type: none"> Increase the volume of writing in all content areas (math journals, science journals, writing journals, daily quick writes, and power writes) Integrate STEM/ELA performance tasks Provide on-going writing of informational, narrative, and opinion texts 	<ul style="list-style-type: none"> Student journals with CIA, Google Docs, journals & quick writes Engineering is Elementary (EIE) Integrated performance task results BFTL benchmark Writing Assessments (narrative, expository, opinion) RFR 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 (BFTL) 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 (Reach for Reading and science) IBA BFTL 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 Model with RFR revising/editing writing assessments 	<ul style="list-style-type: none"> BFTL writing benchmark assessments Context related texts IBA Reach for Reading assessments

MATH ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 59.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 46.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 24.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	31.7	20.6	47.6	Concepts and Procedures	26.9	35.9	37.2	Concepts and Procedures	48.4	42.2	9.4
Problem Solving and Modeling & Data Analysis	23.8	33.3	42.9	Problem Solving and Modeling & Data Analysis	24.4	50.0	25.6	Problem Solving and Modeling & Data Analysis	46.9	46.9	6.3
Communicating Reasoning	17.5	46.0	36.5	Communicating Reasoning	20.5	56.4	23.1	Communicating Reasoning	39.1	53.1	7.8

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 measure of student learning that would predict strand level proficiency performance on the SBA?
1.2 1.3	<ul style="list-style-type: none"> Implement 90-minutes of math (1st - 5th) for guided math and Math Task Instructional Frameworks Implement balanced math instructional model and reteach Unpack each rigorous common assessment, identify clear learning targets, and use backward design to plan unit instruction based on assessed standards and vocabulary including GLAD strategies Teach guided math and rich tasks with daily para educator support Align IBA and unit topic assessments results with equity targets 	<ul style="list-style-type: none"> District leveled topic assessments iReady math data IBA data
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 iReady math data Formative assessments and surveys IBA data
1.2 1.4	<ul style="list-style-type: none"> Use high-leverage instructional practices to develop understanding of fractions and to increase success with performing operations with fractions Provide daily maintenance of previously taught skills 	<ul style="list-style-type: none"> District leveled topic assessments iReady math data IBA data

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 measure of student learning that would predict strand level proficiency performance on the SBA?
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 iREADY math data IBA
2.3 3.2 3.3 2.2a	<ul style="list-style-type: none"> Meet as grade level PLCs 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"> Student intervention plans with pre/post data District leveled math assessment iREADY math data

SCIENCE ACTION PLAN

Key Performance Outcome:

2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 5 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 37.4%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	62.5	37.5
Life Science	62.5	37.5
Earth and Space Science	71.9	28.1

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 measure of student learning that would predict strand level proficiency performance on the WCAS?
1.2 1.3	<ul style="list-style-type: none"> Administer the Washington Comprehensive Assessment of Science (WCAS) 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
1.2 1.3	<ul style="list-style-type: none"> Teach tier 2 & 3 vocabulary explicitly, using a variety of high leverage strategies Implement the new NGSS transition guides K-5 with explicit coaching support from district science department 	<ul style="list-style-type: none"> Science notebooks EIE assessment data Artifacts/science notebooks NGSS formative and summative assessments
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
2.2	<ul style="list-style-type: none"> Expand after school STEM learning opportunities Provide primary Robotics club 	<ul style="list-style-type: none"> Increase percentages of participation based on 2017 18 rates Increase performance rate in robotics (primary/intermediate)

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2018-19 school year is to increase the number of parents and staff members joining PTA and to increase the number of families enrolled in our Natural Leader program. (all data compared to the 2017-18 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 measure will you use to determine the success of your action items?
5.2b	<ul style="list-style-type: none"> • Increase or maintain Hawthorne’s Natural Leaders and PTA membership • Assist with afterschool arts and crafts groups 	<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
5.3a	<ul style="list-style-type: none"> • Provide monthly newsletters to families with translated versions included • Provide “Linked to Learning” to the newsletter • Post the newsletter and updates on the school website • Send home grade level weekly/monthly newsletters in Wednesday folders • 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 school newsletters are posted in main hallway bulletin board • Teachers’ communication log • Black board connect ed communication
5.3a 5.2b	<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"> • Provide Title I parent events centered around instruction, family support, and academic interventions
5.2b	<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
5.4b	<ul style="list-style-type: none"> • Continue family shared library • Monitor library check out process • Increase the number of books checked out K-5 • Increase multicultural book selection 	<ul style="list-style-type: none"> • Sign in sheet • Book check out • Book inventory

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 2018-19 school year is to continue to implement the Panorama survey and the EES survey to 4th and 5th grade students. We will use the data to target specific areas of focus.

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 measure will you use to determine the success of your action items?
1.4a	<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
5.1a	<ul style="list-style-type: none"> Maintain staff accessibility before and after school to remind parents of Hawthorne events and activities 	<ul style="list-style-type: none"> Attendance at Hawthorne events
5.1	<ul style="list-style-type: none"> Communicate and measure service standards 	<ul style="list-style-type: none"> Customer survey results Panorama survey results
5.1a	<ul style="list-style-type: none"> Obtain more annual documents in more languages 	<ul style="list-style-type: none"> Samples of additional documents
5.1a	<ul style="list-style-type: none"> Continue to educate community about school safety beginning with the front entranceway 	<ul style="list-style-type: none"> Sign near front door, in multiple languages, welcoming people and inviting them to use the buzzer and look at the camera
5.1a	<ul style="list-style-type: none"> Identify and improve elements of physical environment 	<ul style="list-style-type: none"> Quarterly walkthroughs: customer survey results
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 measure will you use to determine the success of your action items?
5.1a	<ul style="list-style-type: none"> Expand our positive behavior intervention systems team consistently throughout the building Incorporate common PBIS and Leader in Me language throughout all grade levels 	<ul style="list-style-type: none"> Behavior data team data and notes Electronic referral & quantitative data analysis Verbage on referral forms Language used on informational flyer, newsletters and posters

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 measure will you use to determine the success of your action items?
5.1a	<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
5.1a	<ul style="list-style-type: none"> • Provide family advocate support to families 	<ul style="list-style-type: none"> • Family advocate log
5.1a	<ul style="list-style-type: none"> • Create support system framework in the areas of academic, behavior and social emotional supports • Provide social-emotional literature in multiple languages 	<ul style="list-style-type: none"> • Attendance at tutoring LLI, IL and homework groups • Attendance at summer school • Counselor book check-out log
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 measure will you use to determine the success of your action items?
5.4b	<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"> • Highly capable referral compared to 2017 18
1.1 1.3	<ul style="list-style-type: none"> • Strengthen Lego robotics clubs for fourth and fifth grade students 	<ul style="list-style-type: none"> • Lego club performance and competition • Community partner involvement in robotics club
1.1 1.3	<ul style="list-style-type: none"> • Create a primary robotics club 1st-3rd 	

ATTENDANCE

Key Performance Outcome(s):

The target for the 2018-19 school year is to increase our overall attendance by 10 percent and decrease our tardiness by 10 percent (all data compared to the 2017- 18 school year)

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 measure will you use to determine the success of your action items?
5.1a	<ul style="list-style-type: none"> Reengage students in transition who have multiple absences 	<ul style="list-style-type: none"> Monthly attendance rates
5.1a	<ul style="list-style-type: none"> Enhance “All Here” recognition and reward classroom-based attendance incentive program 	<ul style="list-style-type: none"> Recognition data from HAWKS Pride assemblies Monthly mystery motivator Random student drawing No Tardy Tater
5.1a	<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/publish student names of perfect attendance Attendance tracker on Wednesday folder Home visit data PTA newsletter Attendance data Alarm clock data Attendance from parent engagement breakfast
5.1a	<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 Home visit data
5.1a	<ul style="list-style-type: none"> Communicate regularly with district attendance coordinator to address persistent attendance issues 	<ul style="list-style-type: none"> Monthly attendance rates Decrease the number of students who are tardy tracked by using attendance data
5.1a	<ul style="list-style-type: none"> Implement daily tardy incentive system for each class “No Tardy Taters” 	<ul style="list-style-type: none"> Certificates, Mr. Potato head utilized Attendance data
5.1a	<ul style="list-style-type: none"> Analyze data systematically (2 times per month)/begin tracking previous year from first day of school 	<ul style="list-style-type: none"> Data sheet

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

The target for the 2018-19 school year is to continue to increase student Chromebook usage in all content areas and consistently implement the 21st century skills throughout the school. (all data compared to the 2017- 18 school year)

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 measure will you use to determine the success of your action items?
1.2 1.3	<ul style="list-style-type: none"> Integrate Google Classroom and other online classroom tools (OneNote, Discovery Ed classroom) in 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 Office 365 for collaborative planning in PLCs 	<ul style="list-style-type: none"> Learning Log meeting notes/LIF Agenda Template Notes
1.2	<ul style="list-style-type: none"> Implement of digital citizenship lessons for all students (includes ELA, math iReady) Implementation of the 21st century skills rubric 	<ul style="list-style-type: none"> Learning Log meeting notes/LIF Agenda Template Notes iReady minutes logged weekly with all students Student's rubric rating