

## READING ACTION PLAN

### Key Performance Outcome:

### 2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

#### 3rd Grade

Overall: 23.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	61.5	26.2	12.3
Listening and Speaking	38.5	44.6	16.9
Writing	41.5	52.3	6.2
Research/Inquiry	38.5	47.7	13.8

#### 4th Grade

Overall: 38.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	40.3	38.9	20.8
Listening and Speaking	22.2	61.1	16.7
Writing	27.8	56.9	15.3
Research/Inquiry	29.2	59.7	11.1

#### 5th Grade

Overall: 33.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
<b>Reading</b>	38.2	52.6	9.2
Listening and Speaking	34.2	61.8	3.9
Writing	30.3	64.5	5.3
Research/Inquiry	28.9	56.6	14.5

Strategic Plan Reference	Reading Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
1.2	<ul style="list-style-type: none"> <li>Preview each common assessment and use backward design to plan unit instruction based on assessed standards and utilize GLAD strategies</li> </ul>	<ul style="list-style-type: none"> <li>KARK</li> <li>DRA</li> <li>LLI</li> <li>G2 ELA Interim SBA</li> <li>G3 - G5: Checks for Understanding</li> </ul>
1.2 1.3	<ul style="list-style-type: none"> <li>Provide students with a clear and understandable vision of the learning target and why it is important to learn</li> </ul>	<ul style="list-style-type: none"> <li>Instructional walkthroughs and student interviews</li> </ul>
1.2 1.3	<ul style="list-style-type: none"> <li>Embed common core shifts into instruction through the use of core curriculum and new supplemental curriculum materials (3rd - 5th)               <ul style="list-style-type: none"> <li>Close Reading</li> <li>Accountable Talk</li> <li>Writing from Sources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Checks for understanding</li> <li>Student performance on interim SBA assessment</li> </ul>
3.2	<ul style="list-style-type: none"> <li>Meet every 4-6 weeks in PLCs with instructional coaches and</li> </ul>	<ul style="list-style-type: none"> <li>DRA Data</li> </ul>

Strategic Plan Reference	Reading Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
3.3	administrators to review place in instructional map, assessments, and student work	<ul style="list-style-type: none"> <li>• LLI</li> <li>• ILE</li> <li>• Student intervention plans</li> </ul>
	<ul style="list-style-type: none"> <li>• Assign struggling learners to appropriate interventions               <ul style="list-style-type: none"> <li>○ Leveled Literacy Intervention (LLI)</li> <li>○ ILE Action Areas tool</li> </ul> </li> <li>• After school extended day groups</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• DRA</li> <li>• LLI</li> <li>• ILE</li> <li>• DRA Progress Monitoring</li> </ul>
	<ul style="list-style-type: none"> <li>• Strengthening the culture of reading at Hawthorne</li> </ul>	<ul style="list-style-type: none"> <li>• AR data</li> <li>• Raz Kids</li> <li>• Summer reading challenge</li> <li>• Percentage of students meeting reading goal</li> </ul>

## WRITING ACTION PLAN

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#### 3rd Grade

Overall: 23.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
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#### 4th Grade

Overall: 38.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	40.3	38.9	20.8
Listening and Speaking	22.2	61.1	16.7
<b>Writing</b>	27.8	56.9	15.3
Research/Inquiry	29.2	59.7	11.1

#### 5th Grade

Overall: 33.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	38.2	52.6	9.2
Listening and Speaking	34.2	61.8	3.9
<b>Writing</b>	30.3	64.5	5.3
Research/Inquiry	28.9	56.6	14.5

Strategic Plan Reference	Writing Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
1.2 1.3	<ul style="list-style-type: none"> <li>Increase the volume of writing in all content areas                             <ul style="list-style-type: none"> <li>Response writing in math</li> <li>Journal writing in science</li> <li>STEM/ELA integrated performance tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student writing journals</li> </ul>
1.2 1.3 3.3	<ul style="list-style-type: none"> <li>Implement ELA Shift 5 (Writing from Sources) in professional development and instructional practice</li> </ul>	<ul style="list-style-type: none"> <li>Writing from Sources</li> <li>Smarter Balanced Interim assessments</li> <li>Checks for Understanding performance tasks</li> <li>Storyworks or CIA assessments</li> </ul>
2.3 3.2 3.3 2.2a	<ul style="list-style-type: none"> <li>Meet every 4-6 weeks in PLCs with instructional coaches and administrators to review place in instructional map, assessments, and student work</li> </ul>	<ul style="list-style-type: none"> <li>David Matteson benchmark assessment</li> <li>Writing from Sources</li> <li>Smarter Balanced Interim assessments</li> <li>Checks for Understanding performance tasks</li> <li>Storyworks or CIA assessments</li> </ul>

# MATH ACTION PLAN

## Key Performance Outcome:

### 2014-15 SBA Results

The target for the 2015-2016 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

#### 3rd Grade

Overall: 36.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	46.2	27.7	26.2
Problem Solving and Modeling & Data Analysis	50.8	35.4	13.8
Communicating Reasoning	30.8	55.4	13.8

#### 4th Grade

Overall: 49.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	28.8	38.4	32.9
Problem Solving and Modeling & Data Analysis	31.5	50.7	17.8
Communicating Reasoning	31.5	49.3	19.2

#### 5th Grade

Overall: 18.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	56	33.3	10.7
Problem Solving and Modeling & Data Analysis	56	41.3	2.7
Communicating Reasoning	48	45.3	6.7

Strategic Plan Reference	Math Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
1.2, 1.3	<ul style="list-style-type: none"> <li>Implement 90 minute math blocks (1st - 5th) for Plan, Do, Check, Act</li> <li>Push-in paraeducator support for reteaching</li> </ul>	<ul style="list-style-type: none"> <li>End of unit topic assessments</li> </ul>
1.3a	<ul style="list-style-type: none"> <li>Embed mathematical teaching practices derived from “Principles to Action” into core math instruction                             <ul style="list-style-type: none"> <li>Establish mathematics goals to focus learning</li> <li>Implement tasks that promote reasoning and problem solving:                                     <ul style="list-style-type: none"> <li>Noticing and Wondering</li> <li>Problems w/o Numbers</li> <li>True and False Equations</li> <li>Number Talks</li> <li>KWSL Problem Solving strategy (Know, Want to, Solution, Learned)</li> </ul> </li> </ul> </li> <li>Building procedural fluency from conceptual understanding</li> </ul>	<ul style="list-style-type: none"> <li>Instructional walkthroughs and student interviews</li> <li>End of unit topic assessments</li> </ul>
1.3	<ul style="list-style-type: none"> <li>Plan for regroup and reteach of concepts following end of unit topic assessments</li> <li>Provide meaningful feedback with an emphasis on misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>Retest/retake end of unit topic assessments</li> </ul>
2.3 3.2	<ul style="list-style-type: none"> <li>Meet every 4-6 weeks in PLCs with instructional coaches and administrators to review place in instructional map, disaggregate</li> </ul>	<ul style="list-style-type: none"> <li>Student intervention plans</li> <li>End of unit topic assessment data</li> </ul>

Strategic Plan Reference	Math Action Items (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) How will you know if this action is effective?
3.3 2.2a	assessments, review student work, and plan for instruction	
	<ul style="list-style-type: none"> <li>• Provide interventions for struggling learners               <ul style="list-style-type: none"> <li>○ Daily reteaching</li> <li>○ Pull out reteaching</li> <li>○ After school extended day groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student specific assessments</li> <li>• Formative assessments from enVision</li> </ul>
1.2, 1.3	<ul style="list-style-type: none"> <li>• Implement 90 minute math blocks (1st - 5th) for Plan, Do, Check, Act</li> <li>• Push-in paraeducator support for reteaching</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Topic assessments</li> </ul>

## SCIENCE ACTION PLAN

### 2014-15 MSP Results

#### 5th Grade

Overall: 28.4%	Strand % Perf. Below	Strand % Perf. Similar
Systems	56.8	43.2
Inquiry	75.7	24.3
Application of Science	50	50
Domains	85.1	14.9

### Key Performance Outcome:

The target for the 2015-2016 school year is 100% of students in the 5th grade meeting standard on the MSP in Science.

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) How will you know if this action is effective?
1.2, 1.3	<ul style="list-style-type: none"> <li>Integrate ELA Shift “Writing from Sources” into science instruction and utilize GLAD and close reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>Engineering kit writing tasks</li> </ul>
1.2, 1.3	<ul style="list-style-type: none"> <li>Teach the science kits</li> </ul>	<ul style="list-style-type: none"> <li>Record of science kit usage</li> </ul>
1.2, 1.3	<ul style="list-style-type: none"> <li>Introduce elements of the Scientific Inquiry Process K-4</li> </ul>	<ul style="list-style-type: none"> <li>End of unit assessments</li> </ul>
1.2, 1.3	<ul style="list-style-type: none"> <li>Implement integrated STEM &amp; ELA units in fifth grade</li> </ul>	<ul style="list-style-type: none"> <li>District end of unit assessments</li> </ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

The target for the 2015-16 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.

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) How will you know if this action is effective?
5.2.b	<ul style="list-style-type: none"> <li>Increase Hawthorne's Natural Leaders and PTA member</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment in Natural Leaders</li> <li>Membership in PTA</li> <li>Attendance at meetings and trainings</li> </ul>
5.3.a	<ul style="list-style-type: none"> <li>Provide monthly newsletters to families with translated versions included</li> <li>Post the newsletter and updates on the school website</li> </ul>	<ul style="list-style-type: none"> <li>Communication CEE data</li> <li>Web site analytics</li> <li>Current newsletters are posted in main hallway</li> </ul>
5.3.a, 5.2.b	<ul style="list-style-type: none"> <li>Provide Title I parent events centered around instruction, family support, and academic interventions</li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> <li>Feedback forms</li> </ul>
5.2.b	<ul style="list-style-type: none"> <li>Work with community partners to support Hawthorne students and families</li> </ul>	<ul style="list-style-type: none"> <li>Track the backpacks going home and returning to school</li> <li>Individual check-in logs with families</li> </ul>
5.4.b	<ul style="list-style-type: none"> <li>Increase the number of volunteers working with students at Hawthorne</li> </ul>	<ul style="list-style-type: none"> <li>2014 base line versus 2015 number of volunteers</li> <li>Feedback forms</li> </ul>

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

**Key Performance Outcome(s):**

The targets for the 2015-16 school year are to increase the percentage of parent EES survey responses by 10 percent and to increase or maintain the overall percentage of the nine characteristics of high performing schools (parent EES) survey results from 90 to 100 percent.

<b>Strategic Plan Reference</b>	<b>Welcoming Culture 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) How will you know if this action is effective?
5.1.a	<ul style="list-style-type: none"> <li>Provide monthly meetings for Natural Leaders and PTA</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at the meetings</li> <li>Feedback forms</li> </ul>
1.4.a	<ul style="list-style-type: none"> <li>Provide opportunities for our families to share their culture through multicultural events and events with the Children's Museum</li> </ul>	<ul style="list-style-type: none"> <li>Event attendance data</li> <li>Feedback forms</li> </ul>
5.1	<ul style="list-style-type: none"> <li>Provide interpreters and support staff at each family event</li> </ul>	<ul style="list-style-type: none"> <li>Number of families attending the events and utilizing the interpreters</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Number of family referrals</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Introduce new students to Hawthorne through the use of our Fifth Grade Welcome Team</li> </ul>	<ul style="list-style-type: none"> <li>Student feedback forms</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Administrators hand out invitations to families before and after school</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at events</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Host six coffee's with administrators</li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> </ul>
<b>Strategic Plan Reference</b>	<b>Physically, Emotionally and Intellectually Safe 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) How will you know if this action is effective?
5.1.a	<ul style="list-style-type: none"> <li>Refer families to family counseling services through the Catholic Community Services</li> </ul>	<ul style="list-style-type: none"> <li>Attendance each week</li> <li>Student behavior improves</li> <li>Parents return each week</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Increase family advocate support to families</li> </ul>	<ul style="list-style-type: none"> <li>Backpack tracking</li> <li>Number of shoe cards donated</li> <li>School Bell tracking</li> </ul>

<b>Strategic Plan Reference</b>	<b>Physically, Emotionally and Intellectually Safe 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) How will you know if this action is effective?
5.1.a	<ul style="list-style-type: none"> <li>Increase the number of families involved in Natural Leaders and PTA</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at meetings</li> <li>Number of events that are held</li> <li>Number of families who are involved</li> </ul>
5.1.a	<ul style="list-style-type: none"> <li>Convene regular safety team meetings to discuss and act on building student and staff safety issues</li> </ul>	<ul style="list-style-type: none"> <li>Debriefing notes after safety drills</li> <li>Safety work order completion</li> </ul>
	<ul style="list-style-type: none"> <li>Create comprehensive academic intervention system</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at Sylvan tutoring groups</li> <li>Morning and after school attendance at ILE, LLI and Homework club</li> <li>Attendance at summer school</li> </ul>

<b>Strategic Plan Reference</b>	<b>Equitable and Accessible Opportunities 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) How will you know if this action is effective?
5.4.b	<ul style="list-style-type: none"> <li>Provide after school drama clubs with Village Theatre for 4th and 5th grades</li> </ul>	<ul style="list-style-type: none"> <li>Number of students participating</li> <li>Feedback forms</li> </ul>
1.2.a	<ul style="list-style-type: none"> <li>Ensure potential highly capable students complete the referral process</li> </ul>	<ul style="list-style-type: none"> <li>Number of highly capable referrals at each grade level</li> </ul>
1.1, 1.3	<ul style="list-style-type: none"> <li>Increase field trips for our students that incorporate STEM</li> </ul>	<ul style="list-style-type: none"> <li>Number of STEM related field trip</li> </ul>
1.2, 1.3	<ul style="list-style-type: none"> <li>Strengthen LEGO Robotics club for 4th and 5th grade students</li> </ul>	<ul style="list-style-type: none"> <li>LEGO Club performance in competition</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

The target for the 2015-16 school year is to increase the overall attendance rate by 15 percent and decrease the tardiness by 15 percent.

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) How will you know if this action is effective?
5.1.a	<ul style="list-style-type: none"><li>Implement “All Here” recognition and reward classroom based attendance incentive program</li></ul>	<ul style="list-style-type: none"><li>Number of recognitions at HAWK pride assemblies</li></ul>
5.1.a	<ul style="list-style-type: none"><li>Meet regularly with district attendance coordinator to address persistent student concerns</li></ul>	<ul style="list-style-type: none"><li>Attendance data</li></ul>
5.1.a	<ul style="list-style-type: none"><li>Clearly communicate to parents and families attendance requirements, especially on early release and LIF days</li></ul>	<ul style="list-style-type: none"><li>Attendance data</li></ul>
5.1.a	<ul style="list-style-type: none"><li>Develop attendance plans/implement BECCA procedures in coordination with district attendance coordinator</li></ul>	<ul style="list-style-type: none"><li>Attendance data</li></ul>