



2024-25 CSIP Review and Updates Hawthorne Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Hawthorne Elementary

Principal: Elizabeth Flavors

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Melissa Mak, Cassie McDonough, David Sorenson, Rachel Pitts, Isabella Garcia, Ayse Topinka, Megan Barnes, Molly Judge, and Heather Koelsch.

[2023-26 CSIP Hawthorne](#)

[Hawthorne Elementary School Report](#)

[Hawthorne Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

During the 2023-24 school year, Hawthorne took steps to increase African American males' positive response rates on the Student Climate Survey in the categories of Social and Emotional Learning and Belonging and Relationships to meet or exceed the district average (for all students). Staff identified ways to ensure that African American male students felt seen and heard and experienced a sense of belonging and safety at Hawthorne.

These steps included: Making sure that each African American male has an assigned “mentor” adult who was not their classroom teacher and focused on building and supporting positive relationship (as opposed to discipline). Evaluating Social Emotional Learning curricula/materials to ensure that classroom teachers are consistently utilizing culturally responsive Social Emotional Learning lessons. Utilizing updated (culturally inclusive) CCC mentor texts school wide. Principal Flavors created space for African American and African families to share their values and goals for their student and school. In addition, they celebrated Black Excellence by having a luncheon for students

and families. Hawthorne also explored engaging in staff-wide restorative justice related professional development.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

With the continued implementation of these steps, we are at risk and in need of specific curricula/materials in supporting African American males in Social Emotional Learning. Our current curricula contain bullying lessons and lessons not applicable to the support needed for communicating with peers and adults. Social emotional skills that our students currently need are much more complex than our current lessons, so are we using a curriculum that is benefiting all students but specifically our African American students? The role-play of common struggles students have throughout the school day with regards to belonging and relationships, is not directly discussed in SEL curriculum.

As a staff, we are continuing to work to create an inclusive family connection for our Black and Brown Families. Communication and collaboration with families who are unable to participate in social and academic events may feel left out and disconnected in the Hawthorne community. This is a direct missed opportunity for students and families to develop a sense of belonging and create relationships with our faculty and staff.

What are short-term and long-term desired outcomes for student, family, and staff groups?

Short-term outcomes for Student, family, and staff:

- Increase number of positive responses from our African American male students on the school Climate Student Survey.
- Work with the Racial Equity Team to assemble and/or create a common language around Social Emotional terms so students have a structure to communicate with all staff and teachers throughout the school.

Long-term outcomes for Student, family, and staff:

- Prioritize Social Emotional lessons to be taught weekly, if not daily to focus on Social and Emotional Learning and Belonging/ Relationships topics.
- Teachers and Staff collaborate to give opportunities for students to share about their cultures, beliefs and interests both in the classroom and school wide. This will allow for student voice in sharing the stage of what classrooms and Hawthorne in general values.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Overall Hawthorne continues to have a positive response rate on at or above the district average on the Student Climate Survey. An increase of 4% or higher in positive response rate for the following areas from Spring of 2023 to Spring of 2024; Pedagogical Effectiveness, Inclusionary Practices, Belonging and Relationships, Science, and College and Career Readiness.

For example, in the area of Belonging and Relationships, our positive response rate has increased from 77% in Spring 23 to 85% positive in Spring 24. While some areas show an increase in positive responses, Hawthorne is still seeing disproportionality in other areas. For example, in Spring 2024 the statement, "I feel safe and welcomed at school." 70% of African American students responded positively, while there was a 93% positive response for our White Students. For the statement, "I feel like I belong in my classroom.," only 60% of African American students responded positively, while 89% of white students responded positively.

Summary of student strengths supported by data:

- In Spring 2024, 81.5% of third grade students met or exceeded the standard on the Smarter Balanced ELA test.
- In Spring 2024, 75% of fourth graders receiving Special Education services met their growth goal in MAP Reading test.
- In Spring 2024, 72% of fifth grade students met the standard on the Smarter Balanced ELA test.
- According to the Spring 2023 School Climate Survey, 95% of Hawthorne students believe, "I get to be creative and think deeply at school."
- 94% of students at Hawthorne believe "Adults at school care about me," according to the Spring 2023 School Climate Survey.

Identify and prioritize student needs supported by data:

Spring 2024 SBA ELA data shows a need for support for our Students of Color Furthest from Educational Justice. For example, in fourth grade, 77% of white students met the standard while 28% of Students FFEJ. In third grade, 94% of white students met the standard while 56.5% of Students FFEJ. In 5th Grade, 86.7% of white students met the standard while 55% of Students FFEJ.

The data also shows a need for support for our Multilingual and Special Education students. In Spring 2024, only 25% of fourth grade ML students met the standard on the SBA ELA Test. In Spring 2024, 25% of second grade ML students met their expected growth goal on MAP Reading. In Spring 2024, 33% of first grade students who are receiving SPED services met their expected growth goal on MAP Reading.

Summary of possible root causes of the priority student need:

It is clear from the School Climate Survey data, specifically the section titled "Inclusionary Practices," that our students Furthest from Educational Justice, students who receive ML services, and students who receive Special Education services have a lower positive response rate than their peers. Though teachers are working in PDs and PLCs to provide UDL practices to all students, there is more to be done for these specific groups. For these students to grow they need to see themselves as capable and valued members of the school and classroom communities. These specific priority students need to have more opportunities to access grade level materials, deep engagement, high expectations and strong instruction.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

The data shows that students of color and students who receive Special Education services are spending more time in their classroom, decrease in behavior referrals, and overall attendance increase. Attendance for the current school year, for all students is 81% and 80.8% for our students of color.

Summary of data proving professional learning is effective in supporting student outcomes:

In the 2023-2024 school year, all professional learning focused on UDL practices for classroom teachers. The data shown above provides specific examples of academic and social and emotional increase for students across all grade levels. Teachers also provide feedback throughout the year and after each PD session.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

For the 2024-2025 school year, we are working with Novak and our TLCs to continue the work around UDL, specifically differentiation in small group instruction for math and reading.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

Hawthorne staff and community partner closely with the PTA: Friends of Hawthorne for school events and decision making. Our families and community are heavily involved in the planning and implementation of our afterschool enrichment classes that take place three times a week. PTA collaborates with school staff for evening events such as Multicultural Night, Mind, Body, & Soul Event, Math Night, etc.

Leadership and ML Hawthorne staff use Talking Points to communicate regularly with Talking Points and other means of communication. The ML team also organizes coffee chats for families to come together to collaborate and build community.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

Hawthorne and ML staff partner with Neighborhood House (CBO) for family workshops around: helping kids make positive choices, saying no to drugs, understanding brain development and how it affects your kid's behavior, set clear family rules to keep kids safe, strengthen family bonds, and reduce family conflict through anger management.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

By 2026 Hawthorne will meet or exceed the district's positive response rates (and exceed 2023 positive response rates) on the student climate survey in each category and for each identified category of student.

2024-25 One-Year Goal:

During the 2024-2025 school year, Hawthorne will take steps to increase African American students' positive response rates on the Student Climate Survey in the category of Social and Emotional Learning to meet or exceed the district average (for all students). Staff will identify ways to ensure that African American students feel seen and heard, and that they experience a sense of belonging and safety at Hawthorne.

These steps may include:

- Friendship groups with our school counselor will teach students how to build and sustain positive friendships.
- Implementing social and emotional curriculum that supports student's self-advocacy skills and supporting teachers in accessing and teaching these lessons.
- Social Studies and Ethnic Studies lessons with a focus on community and positive decision making.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Tier 2 Restorative Practices: Educators will implement non punitive conflict resolution and repair strategies/practices for students and staff.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- School-based Survey (staff or students)
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- MTSS
- BLT
- ADMIN
- TLCs

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

Hawthorne Elementary will increase the number of students of color furthest from educational justice who are meeting the standard or higher on the ELA Smarter Balanced Assessment from 56.5% to 65% by June 2026.

2024-25 One-Year Goal:

By June of 2025, the percentage of students of color furthest from educational justice meeting or exceeding MAP growth standards, will be the same as or greater than percentage met by all students. Based on spring 2024 MAP data 76.8 of third graders are meeting the growth standard or higher and 76.5% of 3rd grade students of color furthest from educational justice are meeting the standard or higher on the same assessment.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

Student Outcome Data Measures:

- MAP
- DIBELS

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

PLC-third grade and Admin

Advanced Learning and Highly Capable Services:

Highly Capable services at Hawthorne consist of strategic implementation of UDL strategies, differentiation, and creating a student-centered classroom. Hawthorne teachers use routine professional development sessions to develop and implement new strategies to use in the classroom.

Universal Design for Learning strategies allow for teachers to highlight student interest and identity in the classroom and provide opportunities for student choice and student voice to be elevated. Through differentiation and small group instructions, teachers provide Highly Capable services, by using complex texts and tasks, project-based activities, increased depth of knowledge questioning, and other challenging activities.

Expanded Learning:

Free Afterschool Academic Enrichment and Intervention program (for example: Chess Club, Summer Staircase, Visual Arts Fair, Math Night, Multicultural Night)

Homework Policy:

Hawthorne Elementary School communicates with families that 20-30 minutes of reading at home daily is homework for all grade levels. Reading at home has a meaningful impact on reading fluency, comprehension, vocabulary, and overall reading stamina. Additional purposeful homework assignments are decided on by grade level teams and communicated with students and families accordingly. Consistent information about homework for students will be communicated by classroom teachers.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

For the 2023 – 2027 school years we will increase our participation by 15% with families furthest from educational justice by partnering with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

2024-25 One-Year Goal:

Priority Goal: Proactively and consistently work in partnership with students, families, and communities furthest from educational justice to create a school environment where all students, families, and communities feel their voices are respected, heard, and validated. Student and families participating in the planning, leadership and implementation of school activities, events and initiatives will provide data to measure progress. Parent attendance data will be reviewed monthly with a goal of 15% increase quarter over quarter, September – May.

Target Goal: Get to know African American Families and Families of Color to build positive partnerships and identify needs.

- Invite families to a beginning of the year Informative Meeting, held in September with a goal of 70% attendance.
- Monthly Family Tool Kit Informational Support Meetings, with a goal of 15% increased attendance quarter over quarter, September to May.
- Staff to pro-actively contact families of color to initiate contact and make first steps to establish authentic relationship. Staff will communicate school vision, request family attendance and/or participation (in person or behind the scenes support), and, listen for any needs and barriers. Staff to complete in September with a goal of reaching 70% of families/parents.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Melissa Mak
 - PTA
 - Attendance secretary
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2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade-level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount: \$3,570,140**
- **Activities Implemented:** Standards aligned instruction and supplies for all students.

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$158,796
- **Activities Implemented:** 1.0 Certificated Staff to provide instructional supports for students who qualify for ML services as well as translations, interpretations, and ML curriculum.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented:** Converted our 0.4 Cert for a 1.0 IA to support reading instruction for K-2nd grade (PTA funded the remaining cost).

Other Funding Source

- **Source:** PTA (Friends of Hawthorne)
- **Dollar Amount:** \$301,500
- **Activities Implemented:**
 - \$220,000 - Math 3rd-5th Interventionist and Reading K-2nd Interventionist.
 - \$6,500 - Building and classroom supplies.
 - \$18,500 - Community Engagement and Schoolwide events.
 - \$37,000 - Afterschool enrichment classes, fifth-grade camp, and residency.
 - \$19,500 - Emerging needs (family support and principal request).
 - Note: Our PTA keeps our school running and students growing academically and socially!