



2023-26 Continuous School Improvement Plan (C-SIP) Hawthorne Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Hawthorne Elementary School

Principal: Elizabeth Flavors

Members of the Building Leadership Team and Parent/Guardian Partners: Jennie Manzo, David Sorenson, Cassie McDonough, Melissa Mak, Megan Barnes, Jennifer Tester, Rachel Pitts

Community Partners (Community Based Organizations): Launch, Friends of Hawthorne (PTA), Backpack Brigade, RNNF, SEYFS, Space Between



[Hawthorne Elementary School Report](#)

[Hawthorne Elementary School Climate Survey](#)

School Overview

Hawthorne Elementary is a diverse school and neighborhood community located in the Mt. Baker community of Seattle. Hawthorne offers a wide variety of programs to meet the needs of our student population. We offer Full Day Kindergarten, Integrated Spectrum classes, English Language Learner inclusion, Special Education inclusion and Multi Arts programs. Hawthorne is also a Creative Approach School offering a Science, Technology Engineering, Arts and Mathematics (STEAM) Program model for students that supports our school mission and vision. The STEAM program was developed in collaboration with staff, parents and community partners, to provide a different educational approach from our traditional academic program. All students have the opportunity and access to develop science, technology, engineering, mathematics knowledge and 21st century skills through arts integration and project-based learning. We have a strong Family Engagement program led by the Family Engagement Action Team. Our PTA, Friends of Hawthorne, is actively engaged in helping us achieve school goals through volunteering, fundraising, and more. We are a FAMILY!!

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

[*African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

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.

One-year Goal:

During the 2023-24 school year, Hawthorne will take steps 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 will identify ways to ensure that African American male students feel seen and heard, and that they experience a sense of belonging and safety at Hawthorne.

These steps may include:

- Making sure that each African American male has an assigned “mentor” adult who is not a classroom teacher and whose defined responsibilities are 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.
- Hawthorne will explore engaging staff-wide in restorative justice related professional development.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district’s student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Discipline rates for students at Hawthorne are low. There was one identified out of school suspension during the 2022-23 school year, and Hawthorne engages in restorative practices whenever possible. Accordingly, a focus on increasing the degree to which students (particularly African American males and students of color furthest from education justice) perceive Hawthorne as a welcoming learning environment is a priority based on student climate survey data.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

Staff will work to identify additional steps Hawthorne can take to increase all students’ feeling of belonging, safety, and happiness at Hawthorne.

These steps may include:

1. Continuing to implement a PBIS individual and classroom reward system and identifying ways to increase participation and engagement.
2. Conducting inter-class activities among different grade levels that enhance engagement with learning (e.g. project based learning or reading time with “buddy classes” at different grade levels.)
3. Ensuring that there is adequate adult supervision during recess times, clarifying recess expectations and ensuring students have a clear way to seek adult assistance to resolve problems arising at recess.
4. Ensuring that every student is known by name, strength and need by at least one adult apart from their classroom teacher.
5. Identifying students who would benefit from additional support and assigning a “mentor” adult who is not a classroom teacher and whose defined responsibilities are focused on building and supporting positive relationships (as opposed to discipline).

6. Continuing to hold cultural celebrations and other evening events that increase community connection.
7. Working with stakeholders (PTA and community members) to increase the availability of special learning opportunities (e.g. theater, dance, chess) both during and after school.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Our professional learning plan will mitigate, disrupt, and dismantle inequities by focusing on student voice and creating student centered classrooms. All PDs will have focus on UDL strategies for instruction while continuing to challenge staff to reflect and look at their own biases and how that might affect students opportunities in the learning environment. Professional learning will use academic data and student feedback to impact teacher practice and continuous learning.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and Hawthorne Elementary redesign of services and supports that quickly identify and match the needs of all students.

MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student centered learning, individualized student needs. Our Multi-Tiered System of Support (MTSS) Team collaborates with the district and community partnership agencies to develop appropriate interventions for students who are struggling with behaviors and interpersonal skills that impact their learning. We have collaborated with the University of Washington Educational Psychology and A Space Between programs to support Positive Behavior Intervention Systems (PBIS) and Social Emotional Learning.

Upon reflection of this definition and of our current practices, Hawthorne Elementary staff and educators plan to begin discussions in the fall of 2023 to design and implement our shared goals of reaching all students; especially those identified as Tier Two and Three students in a consistent, timely, and meaningful structure of support.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

Strategies for accelerating academic and social emotion growth include;

- Targeted intervention block during the day with specialists' staff instructional support for tier 1 and 2 students
- Afterschool Academic Enrichment and Intervention programs
- RULER Socio-Emotional Approach is taught in all classrooms to support student's social and emotional growth.
- Instruction is differentiated to meet diverse learning needs of students

Our MTSS priority focus areas are:

- Consistent communication of expectations and instruction for social, emotional, and behavioral learning; grounded in culturally responsive practices (supported by the Satterberg Literacy Partnership).
 - All students have access to high quality, standards based responsive classroom instruction supported by Teacher Leaders.
-

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

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 37% to 50% by June 2026.

One-year Goal:

By June of 2024, at least 65% of students of color furthest from educational justice will meet standards or higher on ELA MAP Assessment. Based on spring 2023 MAP data, 72% of 3rd graders are meeting the standard or higher on ELA MAP Assessments while only 57% of 3rd grade students of color are meeting the standard or higher on the same assessment.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Teachers and staff will use MAP Assessments and DIBELS Assessments to monitor students' growth throughout the year. Grade level teams will use PLCs to create and calibrate common ELA assessments and analyze student work. TLCs and the professional development team will continue to incorporate analyzing student work into professional learning opportunities that align with student growth goals.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Hawthorne leaders and staff will work to ensure that everyone is collaborating with the common goal of student success in mind. During TRI days, all staff work together to solidify norms and deepen our understanding of district and school wide visions and missions. During PLCs and PDs, adults will establish and abide by norms to focus on academic success of students. We will ground our work with both formative and summative data in order to minimize personal bias, so student success is evaluated concrete evidence rather than inherent biases.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Teachers will plan lessons using Cultivating Genius framework.
- Teachers will engage in cycles of inquiry through modified lesson studies.
- Teachers will use student summative and formative data to inform teaching practices by analyzing data regularly in PLCs and school-wide PD.
- Teachers will increase differentiation by using student data to determine small-groups. We will revisit new data throughout the year to adjust small groupings.
- TLCs and Satterberg Coach will provide more support for PLCs.
- We partner with other departments in the district such as the ML department to deliver concrete and specific PD which grade-level teams can build inquiry around.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

We will continue cycles of modified lesson study so that teachers can deepen their inquiry around pedagogy and equity in their classrooms. Teachers will select specific UDL strategies to implement that will increase student access and success with grade-level standards and curriculum. In every cycle, teachers will analyze student work and classroom behavior data to check for student understanding and adjust pedagogy to address areas of student need. PLC teams can choose to focus their inquiry on increasing student discourse, equitable student participation, positive/negative reinforcement and classroom environment, and writing in other content areas as possible examples. Teachers will focus on teaching and classroom management strategies that will elevate the educational experience for students that have been historically marginalized.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student centered learning, individualized student needs. Our Multi-Tiered System of Support (MTSS) Team collaborates with the district and community partnership agencies to develop appropriate interventions for students who are struggling with behaviors and interpersonal skills that impact their learning.

- Instruction is differentiated to meet diverse learning needs of students
- Progress monitoring throughout the year to make sure students are getting the intervention and/or small group instruction they need
- Schoolwide data tracker
- Communication between intervention and classroom teachers
- School-wide behavior goals and expectations

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Targeted intervention block during the day with specialists' staff instructional support for tier 1 and 2 students
- All students have access to high quality, standards-based responsive classroom instruction
- Differentiated classroom instruction
- Conferences with every family in the fall and communication throughout the year around student progress and goals
- Centering student voice in classrooms
- Student choice in independent work

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 opportunities for students through afterschool or summer programs:

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

School 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.

School 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.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Hawthorne is committed to providing a supportive and welcoming learning environment for all students and families. Every major student learning goal includes activities and strategies for increasing parent involvement, which includes providing opportunities for parents to partner and share input to school programs, volunteer in any way and become active engaged participants in the education of their children. We are focused on ensuring parent diversity be reflected in school planning, academic committees, room representatives, Family Engagement Team and our PTA governing body. We host monthly Coffee Chats for our diverse family groups of color and bilingual families where families can gain information, ask questions and share ideas regarding school programs. Our Family Support Worker and ELL department collaborate with families to develop a monthly Family Took Kit Meeting Series. Topics are based on parent need and interest generated from parent meetings or school-based topics. All school communication and notifications are translated in home languages.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Hawthorne continues to strengthen its partnership program to engage more and different parents at school and at home in supporting their children's education. The staff at Hawthorne will participate in on-going FEAT professional development to understand the six types of involvement, how to meet challenges to involve all families, how to ensure a welcoming school environment, and how to link partnership activities linked to school improvement goals. The framework will help the FEAT design activities that engage families in different ways and different places.

Staff will:

- Invite families of color to our monthly cultural and language-based focus groups to understand the specific needs and groups of students and families
- Pro-actively contact families of color to establish authentic relationships, listen for needs and challenges
- Conducts engagement activities that bring all families together as a school community

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

Hawthorne is committed to ensuring a positive school climate for all families, and strengthening academic skills and positive attitudes of all students. The partnership activities are all goal linked programs of family engagement that include all students families. This includes providing opportunities for parents to partner and share input to school programs, volunteer in any way they can and become active, engaged participants in the education of their children. We are focused on ensuring in parent diversity on school planning and academic committees, room representatives, Family Engagement Team and our PTA governing body. We host monthly focus groups for our diverse family groups of color and bilingual families where families can gain information, ask questions and share ideas regarding school programs. The ML department collaborate with families to develop a monthly Family Toolkit Series. Topics are based on parent need and interest generated from parent meetings or school based topics. All school communication and notification are translated in home languages.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Staff will implement the following guardrail, by collaborating together throughout the year to align goals for student learning and school environment. Staff will reflect on their own implicit bias and how that might affect the work place. Staff will commit to have conversations about race and speak up when actions are inequitable within the school community.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Staff and Leadership will continue to foster an inclusive environment by holding staff-wide community and school events (e.g. Back to school outing, Thanksgiving feast, etc.).
- Staff will conduct team building during TRI days.
- The school will support the continued work of the social committee in its work to celebrate birthdays and other special occasions, and to provide support and assistance for staff who are experiencing loss, illness, or other difficulties.
- Leadership will continue to conduct wellness check-ins at staff meetings or other occasions as needed.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- During TRI days or on other designated professional development days during the first part of the year, staff will engage in professional development around supporting a culturally responsive and anti-racist work environment.
- Staff and Leadership will clarify a clear mechanism to discuss ways to improve Hawthorne's anti-racist practices.
- Staff and Leadership will continue to support the work of the equity team, and will encourage broad participation on the equity team.
- Staff and Leadership will continue to utilize the framework identified in Gholdy Muhammad's book *Cultivating Genius* to inform decision making about school culture and work environment
- Staff will work with the Parent Teacher Association to ensure consistent application of anti-racist practices.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Staff and Leadership will clarify the responsibilities associated with various committees (e.g. PBIS, LT, MTSS, Math and Literacy Night, Equity), define leadership roles within the committees, and identify ways to ensure that staff are equitably represented in committee assignments.
- Teacher Leaders will work with new teachers individually to ensure that they have access to leadership opportunities within the building.
- Committee assignments and other Leadership opportunities will be revisited throughout the year.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Specific Use

Funding Source: Satterberg Funds

Amount: Not specified

How will funds improve student learning? Literacy Summer Planning for teachers.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Building-based funds & allocated TLC funds

Amount: Up to 10 Sub days

How will funds improve student learning? Sub days so teachers can engage in focused learning walks, lesson studies, and mentoring.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: LAP & PTA (Friends of Hawthorne)

Amount: \$15,000

How will funds improve student learning? To staff a full-time interventionist. The district allocated .4 LAP cert, and the staff voted to buy a 1.0 IA to provide reading and math intervention for L2 students, so PTA funded the remaining amount of \$15,000.

Academic Year: 2023-24

Funding Type: Specific Use

Funding Source: PTA (Friends of Hawthorne)

Amount: \$10,000

How will funds improve student learning? Support the events and needs to hold yearlong Family Engagement events and coffee chats.