

Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
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Description of process for involving stakeholders

There were three main teams collaborating on this goal: School Improvement Committee, School-wide staff, and School Community Council.

Comprehensive Needs Assessment

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes. List all sources of data collected and analyzed (i.e., longitudinal student academic and nonacademic achievement, curriculum and instruction, professional learning opportunities, school climate and culture, family and community engagement, etc.)

Data Sources (E.g., Acadience, RI, Stakeholder Survey, RISE, ASPIRE, SAT, CALL, KEEP, etc.)

Acadience Reading & Math

EOL in Mathematics & Reading

Reading Inventory (RI)

District & State Interim Assessments

Summary of Data Analysis

Summarize main findings including an examination of student, teacher, school, and family/community strengths and needs. Findings should include detailed analysis of all student groups of 10 or more, i.e., students identified as economically disadvantaged, students with disabilities, students identified as English learners, and students by major racial and ethnic groups. This analysis should show direct relationships from the data and root causes in the Comprehensive Needs Assessment to the priorities identified in the next section.

Area of Focus	Key Findings	Root Cause
ACHIEVEMENT_GAP	Our students identified as "low income" scored 41% lower (based on proficiency) on their EOL ELA exam compared to their non-"low-income" peers.	Students who identify as "low income" may experience greater barriers to accessing school and rigorous learning.
LITERACY	<p>Based on the 2021-2022 EOL data, the Hawthorne team has identified a need to focus on increasing student end-of-level growth schools, which are measured by the district and state end-of-level assessments.</p> <p>Last year, 54% of students achieved their district growth goal in both English Language Arts. Based on historical data, our students have achieved growth schools as high as 66% in ELA (school average). Our goal at Hawthorne is to return to our growth scores</p>	Lack of learning experience and the impact of the pandemic. Additionally, teachers need to identify priority standards to ensure enough time is spent instructionally on those areas.
NUMERACY	<p>Based on the 2021-2022 EOL data, the Hawthorne team has identified a need to focus on increasing student end-of-level growth schools, which are measured by the district and state end-of-level assessments.</p> <p>Last year, 54% of students achieved their district growth goal in Mathematics. Based on historical data, our students have achieved growth schools as high as 70% in math (school average). Our goal at Hawthorne is to return to our growth scores</p>	Lack of learning experience and the impact of the pandemic. Having more time with our coaches in PLCs this year should help.
CLIMATE_CULTURE	Culture Goal: This is Hawthorne's first full year with our new, revamp school-wide Positive	Lack of consistent expectations in different areas of the school.

December 28, 2022

School Improvement Plan
2022-2023

Hawthorne Elementary School

Salt Lake City School District

Area of Focus	Key Findings	Root Cause
	<p>Behavior Interventions & Supports (PBIS) plan. We also have a relatively new data log system on PowerSchool. This year we want to collect baseline data related to “behaviors” at Hawthorne to set meaningful goals in the future year. In addition to our PBIS plan, teachers will all be implementing 40 minutes of Social/Emotional Learning in their classroom to align with SLCSD goals and expectations.</p>	

Comprehensive Schoolwide Plan

Literacy Goal

Literacy Goal: For the 2022-2023 academic year, Hawthorne will work to increase student growth in ELA by 6%. If this benchmark is achieved, Hawthorne's overall, schoolwide average will be 60% of student reaching their district/state expected growth goal for the 2022-2023 year.

Literacy Key Performance Indicators

The key performance indicator is the end-of-level ELA assessments in K-6.

Literacy Action Steps

Literacy Goal: To accomplish our literacy goal for the year, we will provide evidence-based tier 1 instruction. For students who are struggling to meet grade-level standard expectations, teachers will provide targeted interventions. Some of these interventions include screener and diagnostic assessments to identify targeted areas of opportunity, small group instruction and reteaching, and utilizing the instructional paraprofessionals that are funded by TSSA.

Literacy Benchmark

We will use district created benchmarks, RISE Interims, and Acadience to assess students growth towards our school goal.

Literacy Frequency

Beginning, middles, and end of year.

Literacy Resources

Our two main instructional programs are Wonders and William & Mary. Some teachers are also using Foundations to provide direct phonics instruction to their scholars.

Numeracy Goal

Mathematics Goal: For the 2022-2023 academic year, Hawthorne will work to increase student growth in math by 6%. If this benchmark is achieved, Hawthorne's overall, schoolwide average will be 60% of student reaching their district/state expected growth goal for the 2022-2023 year.

Comprehensive Schoolwide Plan

Numeracy Key Performance Indicators

The key performance indicator is the end-of-level math assessments in K-6.

Numeracy Action Steps

Math Goal: To accomplish our math goal for the 2022-2023 academic year, we will provide evidenced-based Tier 1 instruction. For students that do not reach proficiency on grade-level standards, teachers will provide small group, tier 2 intervention. This includes, but is not limited to, supplemental Eureka supports and instruction, St Math or iReady, and the use of our instructional paraprofessionals funded by TSSA.

Numeracy Benchmark

Teachers will give district-created instructional block post-assessments to determine students' progress throughout the academic year. These IBPAs occur three times before the EOLs.

Numeracy Frequency

Three times per year.

Numeracy Resources

Every teacher uses Eureka as their main source of mathematics instruction.

Culture/Climate Goal

Culture Goal: This is Hawthorne's first full year with our new, revamped school-wide Positive Behavior Interventions & Supports (PBIS) plan. We also have a relatively new data log system on PowerSchool. This year we want to collect baseline data related to "behaviors" at Hawthorne to set meaningful goals in the future year. In addition to our PBIS plan, teachers will all be implementing 40 minutes of Social/Emotional Learning in their classroom to align with SLCSD goals and expectations.

Although it is a baseline year, we will compare Semester 1 (S1) data to Semester 2 (S2) to see if we can reduce negative behaviors by 5%.

Comprehensive Schoolwide Plan

Culture/Climate Key Performance Indicators

We will use data from PowerSchool to track behavior incidents and determine if there was a reduction from S1 to S2.

Culture/Climate Action Steps

Culture/Climate Goal: (1) All teachers will be implementing social/emotional learning in their classroom. Each classroom will receive social skills lessons from our certified school counselor biweekly. Additionally, teachers will provide an additional 25-minutes of social/emotional learning with their students. This will take place by using Inner Explorer, Circles, or other restorative practices.

Culture/Climate Benchmark

We will assess in January 2023 and June 2023.

Culture/Climate Frequency

PBIS meets monthly and will track the data monthly.

Culture/Climate Resources

PowerSchool
PBIS - School-wide Expectations that will be taught and retaught throughout the year.

Achievement Gap Goal

Gap Goal: Based on last year's EOL data, we have identified that our student group identified as "low income" performed 41% lower on their overall English Language Arts (ELA) proficiency as compared to students who are not identified as "low income." As such, we set out to close this academic/performance gap by 7%, which would result in 57% students identified as "low income" reaching proficiency in English Language Arts.

Achievement Gap Key Performance Indicators

Gap Goal: The most important tool to support our students identifying as "low income" is to provide rigorous and consistent learning experiences in our classrooms. Students that do not meet adequate proficiency or growth will be monitored by their classroom teachers and appropriate interventions will be put into place.

Comprehensive Schoolwide Plan

Achievement Gap Action Steps

Although we do not label students as "low income," teachers will identify anyone who is struggling based on interims or benchmarks to ensure they receive interventions and supports. By doing this, students who fall under the "low income" identification will get additional supports, if needed.

Achievement Gap Benchmark

There are three main benchmarks throughout year via instructional block post-assessments or RISE ELA.

Achievement Gap Frequency

Approximately every 6-8 weeks, students will take a benchmark to determine their progress towards grade-level mastery of standards.

Achievement Gap Resources

Wonders, William & Mary, MyLexia, interventionists, LETRS, and Foundations.

Communication Plan

Parent and Family Engagement

(Summarize parent and family engagement strategies that will be implemented to improve student learning, e.g., literacy training, using technology, etc.)

Parents will be notified via various channels to provide continuous communication between the schools and families. Communication will be sent in the forms of flyers, messages sent out through PowerSchool, websites, and district/school social media sources.

Other activities to engage families for the 2022-22023 school year will include:

- *PTA Meetings
- *Parent-Teacher conferences
- *Weekly e-mail updates from the school admin
- *Back to School Night Event
- *MELP Open House x 2

Communication Plan

(Outline a communication plan specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Program.)

At Hawthorne, we value our stakeholders and want to ensure that our stakeholders are receiving important information about the school. School administration sends a weekly update to families that highlight important things happening throughout the month. Teachers each use their own form of communication (ClassDojo or Email) to send regular updates to their families as well. In addition to emails, we use our social media accounts to share great things happening at school and other important events coming in the near future.

This Communications Plan will be targeted toward parents, students, business partners, media, and the community at large, as well as Hawthorne Elementary employees and the Board of Education, and will focus on the following areas:

Mediums: Social Media, website, in-person meetings, and Zoom/Teams meetings

When: On-going during the 2022-23 school year

Who: SCC, SIC, PTA, Business Partners, Community organizations, Hawthorne Elementary Employees, Parents, & Students

School Improvement Plan
2022-2023**Budget Summary**

Strategy	Source	Approximate Expenditure	Other Resources
Full-time Interventionist	4222100176-0220 School Land Trust Hawthorne	40,000	
Paraprofessionals x 6	4678100176-600 Tchr & Stdnt Sucs Hawthorn	105,000	We have 6 instructional paraprofessionals that are funded, in whole or part, by the school's TSSA funds.
Paraprofessionals x 2		30,0000	2712100176-0163 ESSER