

**Title I Building Plan
Building: Hawthorn Elementary
2017-2019**

Planning and Review Team

The plan is developed and reviewed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

Name	Role
Trish Adkins (16-17)	Parent
Shelli Hanks (16-17)	Parent
Sherry Eskridge (16-17)	Parent
Nichell Brown (16-17)	Parent
Denise Moreland (16-17)	Parent
Mandi Rapp (16-17)	Parent
Catrina Butts 17-18	Parent
Travis Stone 17-18	Parent
Carrie Beyah 17-18 and 18-19	Parent
Layton Weischedel 17-18 and 18-19	Parent
Abi Krulatz 17-18 and 18-19	Parent
Sarah Shaw 17-18 and 18-19	Parent
Amanda Stoecklein 17-18 and 18-19	Parent
Vickie Vest (16-17)	Teacher - 3rd grade classroom
Tiffany Rogers (16-17)	Teacher - 4th grade classroom
Tyler Knight (16-17)	Teacher - Specials
Kathy Howery (16-17;17-18; 18-19)	Teacher - 3rd grade classroom
Marcie Rollings ((16-17;17-18; 18-19)	Teacher - Special Education

Dawn Moore (17-18 and 18-19)	Teacher - Specials
Hannah Lipps (17-18)	Teacher - 3rd grade classroom
Stacy Pitts(16-17;17-18; 18-19)	Teacher - 4th grade classroom
Shannon Stoufer(16-17;17-18;) 2018-19	Teacher - 4th grade classroom Title I Instructional Coach
Aimee Starkey (16-17; 17-18;18-19)	Title para 2016-17 Title para 1st Semester Only 2017-18 Title para 2018-19
Cheryl Spradling (16-17;17-18;18-19)	Title I para
Denise Richardson (16-17; 17-18 had to retire November 2017)	Title I Methods Coach
Alison Vernon (17-18)	Title I Methods Coach
Angie Rogers (16-17;17-18; 18-19)	Administrator - Asst. Principal
Todd Shockley (16-17;17-18; 18-19)	Administrator - Principal

Please describe below the process your building used to develop this plan:

A representative group of parents, (demographics and socio-economic status) were invited to participate as a parent advisory in partnership with Hawthorn’s building leadership team. The advisory team was charged with developing specific plans of action to address identified needs within the building. The team first conducted a Strengths, Weaknesses, Opportunities and Threats (S.W.O.T) analysis looking at building level quantitative and perceptual data. Student academic performance data, State MAP performance reports, behavior incident cumulative data reports, and parent, students and staff perceptual reports were all considered in the analysis.

From the analysis two targeted areas for improvement were identified: 1) peer-to-peer relationships and 2) technology integration / digital citizenship. The team divided into two action planning teams. Each team met on at least three different occasions to develop a plan of action to address the identified need for improvement. This improvement effort was specific to Hawthorn’s parent advisory team and addressed social-emotional needs and internet responsibility.

The Camdenton R-III District has invested tremendous time and resource to address academic deficits in the areas of Math, English Language Arts, Social Studies, and Science. This effort included development and alignment of K-12 district curriculum to the new Missouri Learning Standards. Additionally, with support from the Southern Regional Education Board (SREB) district administrators embarked on providing teachers with frequent, specific and timely feedback through a new walk-through process. These efforts were taken to focus district improvement efforts targeted at teaching and learning.

1. Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging state academic standards:

Delivery of Services	Title I.A Funded 1718	Title I.A Funded 1819	Non Title I A Funded	Non Title I A Funded
Instructional Coach		X - Shannon Stoufer		
Neglected Institution				
Pull Out/ Resource Classroom	X (para) Cheryl Spradling	X		
Push In/ Regular Classroom	X (para) Aimee Starkey	X		
Reading Recovery				
Teaching Methods Coach	X - Denise Richardson X - Alison Vernon			

Title I Funded Non-Instructional Personnel:
Social Worker- Rebecca Caufield (2016-17)

Supplemental Instruction provided in Math and Reading K-8

Intervention time is built into the math instructional block allowing 20 minutes per day, four days a week for supplemental instruction. Reading intervention is scheduled 3X per week for 30 minutes a day and is a building-wide intervention time. Targeted, skills-based groups are provided supplemental reading instruction through I-Ready instructional resources specific to the domains of phonics, vocabulary, and comprehension of fiction and non-fiction text.

June Core Data	2015	2016	2017	2018
Student Enrollment	499	501	464	457
90-90 Attendance	90.6	91.1	90.68	88.9
% Free/ Reduced Lunches	67.1	65.0	64.3	63
% ELL	3.2	2.2	1.4	4
% Immigrant	0.4u	0.2	0.2	0
% McKinney Vento	11.9	10.8	12.7	15.7
% Mobility (not in building FAY)	7.1	7.7	9.0	6.5

Student Achievement: Monitoring Student's progress in Meeting Missouri

Learning Standards. Student progress toward meeting the MLS is monitored through four quarterly diagnostic assessments using I-Ready assessment platform and ongoing monthly progress monitoring assessments as part of students' lesson menu.

The LEA will monitor student's progress in meeting the challenging Missouri

Learning Standards by: I-Ready assessment plan is a board approved district assessment tool to measure and monitor student progress toward meeting the MLS.

Students will be identified at risk for academic failure with the following criteria:

- MAP Scores (required)
- I-Ready Scores
- Teacher's Objective Checklist/ Academic Indicators/ Grade Card
- Attendance 90/90
- PBIS Tier II and III supports / 10+ Office Discipline Referrals

	2015	2016	2017	2018
MAP ELA-Building	51.6%	58.2%	61.6%	
MAP ELA-3rd	47.8%	56.1%	57.0%	
MAP ELA-4th	55.7%	60.2%	65.0%	
MAP Math-Building	47.9%	53.3%	50.6%	
MAP Math-3rd	51.8%	50.6%	53.5%	
MAP Math-4th	43%	53%	47.0%	

What are some trends in MAP performance for the building? Hawthorn realized a 9.1% increase in the percentage of students scoring proficient or advanced ELA from MAP 2015 to 2017. Each of the three years incremental gains in performance were realized ; There is an overall 2.7% increase in the percentage of students scoring proficient or advanced Math from 2015 to 2017 MAP. However, the building realized a 2.7% decrease in the percentage of students scoring proficient and advanced from 2016 to 2017.

What student achievement data clearly identifies areas of low achievement identified through the drill down process? (read needs analysis report from I-Ready)

Reading achievement: The trend for significant need of phonics instruction has decreased. More students end of year 2017 are on grade-level in phonics than the previous year. There has been a concentrated effort to provide phonics instruction through building-wide tier II interventions. The two domains that show the highest percentage of students performing below grade-level are vocabulary and comprehension of informational text.

Math achievement: The lowest achievement level for 3rd grade math is the strand numbers and operations. However, in 4th grade the lowest achievement level is the

strand algebra and algebraic relationships, and this strand is followed closely by the strand of geometry as an area of need.

End of Year	2015	2016	2017	2018
I Ready-Building % On/ Above Grade Level Reading	43.5%	39.5%	41.5%	39%
I Ready - 3rd gr. % On/Above Grade Level Reading	50%	46.2%	46%	49%
I Ready - 4th gr. % On/Above Grade Level Reading	36.5%	34%	37%	30%
I Ready-Building % On/Above Grade Level Math	44.6%	48.5%	48.4%	47%
I Ready-rd Grade % On/Above Grade Level Math	44.6%	47%	46%	49%
I Ready 4th Grade % On/Above Grade Level Math	44.6%	48.9%	45.5%	44%

Describe the method of identifying students who may be at risk for academic failure and explain how the building works to close the learning gaps for at risk students. Both academic and social-emotional factors are considered for determining

“at-risk” students for academic failure. Attendance, Office Discipline Referrals, Teacher recommendation, parent input, and academic benchmark assessments are used to identify at-risk students. Grade-level collaborative teams review student performance and progress toward academic targets monthly. Hawthorn’s School-wide Positive Behavior Support team analyzes behavior data and communicates with grade-level teams students needing tiered behavior supports. School counselors monitor attendance weekly and set up interventions for students falling below the 90% attendance goal. Additionally, our counselors utilize an universal assessment to identify students at-risk for internalizing and externalizing attitudes, feelings or behaviors. Systemic, building-wide interventions are in place for the variety of academic, social-emotional and behavioral needs. These include: social-emotional support groups, tiered behavior supports and tiered reading and math supports.

MAP Proficiency with Missouri State Learning Standards- ELA

% Proficient/ Advanced	2015	2016	2017	2018
Free / Reduced Lunches	43.8%	51.3%	54.4%	
Non-Free / Reduced Lunch	67%	69.4%	72.65%	
EL/LEP	**	**	**	
SPED/ IEP	21.4%	28.0%	20.8%	
Female	59%	66.5%	68.5%	
Male	47%	60%	52.25%	
American Indian/Alaskan Native				
Asian				
Black				
Hawaiian Pacific Islander				
Hispanic				
White	52.2%	59.6%	62.6%	
Super Subgroup	43.2%	51.7%	54.9%	

MAP Proficiency with Missouri State Learning Standards- Math

% Proficient/ Advanced	2015	2016	2017	2018
Free/ Reduced Lunches	42%	46.2%	42.1%	
Non-Free / Reduced Lunches	57.9%	65.2%	63.4%	
EL/LEP	*	*	*	
SPED/ IEP	10.7%	23.7%	18.9%	
Female	49.5%	50.3%	53.4%	
Male	45.9%	53.2%	46.4%	
American Indian/Alaskan Native				
Asian				
Black				
Hawaiian Pacific Islander				
Hispanic				
White	47.7%	54.1%	51.7%	
Super Subgroup	41.7%	46.3%	42.1%	

Summarize the analysis of data regarding student achievement.

Strengths: Each sub-group and total population realized an increase in the percentage of students scoring proficient or advanced in both ELA and math from the 2015 MAP to 2016 MAP. Math was up 5.3% and ELA was up 6.6% for total building population. The percentage of students with an IEP scoring proficient or advanced increased 13% in math and 6.5% in ELA from 2015 to 2016. The SSG (super sub-group) achievement gap for ELA decreased by 2% when compared to total population from 2015 to 2016. The 2017 MAP performance realized an overall decline in math performance from 2016 but 2017 performance remained higher than in 2015. ELA scores overall saw significant gains in performance with the exception of students with an IEP and male students.

Areas of Challenge: The biggest challenge is the achievement gap between non-free/reduced lunch population and free/reduced population. In 2016-17, Hawthorn had 65% of its students qualify for free/reduced lunch and as such represents the largest population of sub-group and has the greatest impact on total school achievement. When any sub-group performance data is compared to total school performance, the gap does not look nearly as significant --- 7% difference (gap) in math and 6.5% difference in ELA. However, when you compare non-free/reduced performance to the other subgroups the gap is much greater ---- 2016 non-free/reduced MAP performance showed a 19% difference in the percentage of students scoring proficient or advanced in math and 18% discrepancy in ELA as compared to the free/reduced sub-group. For the 2017 MAP performance the discrepancy between free/reduced sub-group and non-free/reduced group stayed the same at 18% fewer free/reduced students scoring proficient or advanced as compared to non-free/reduced students. The 2016 and 2017 ELA MAP free/reduced performance discrepancy is 5% less than it was in 2015 when there was a 23.2 point difference in the percentage of students scoring proficient or advanced among the two groups. In math performance the discrepancy,(achievement gap) between non-free/reduced performance and free/reduced performance as increased from 15.9% in 2015, to 19% in 2016 and a 21.3% discrepancy in 2017.

How are teachers included in the decisions regarding the use of MAP and other assessments to provide information on and to improve the achievement of individual students and the overall instructional program? Hawthorn teachers participate in weekly grade-level collaboration to monitor and analyze student performance data utilizing a variety of assessment measures. Teachers are afforded early release time each Friday to collaborate around curriculum and instruction. Each team has representation on the building leadership team. Decisions as to what assessment data is used flows through this leadership team. Grade-level collaborative teams decide how to best group students for both classroom level instruction and for tiered intervention. Every teacher participated in the unpacking of the Missouri Learning Standards for math and ELA during the 2016-17 school term. During the 2017-18 school term, teachers will work as district grade-level teams to develop units of instruction around the mapping and unpacking documents created previously. Each grade-level will be provided a full day each quarter to work on unit planning and design. Hawthorn's leadership team, in conjunction with the parent advisory team, develops the annual building improvement plan in alignment with the district's strategic plan and specific building level goals.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of Curriculum & Instruction at the school: Learning expectations - MAP

IBD reports are utilized to determine possible curriculum gaps or areas of concern.

Learning expectations have been clearly delineated this past year for each grade level and content through the unpacking of the new Missouri Learning Standards.

Instructional program - processes and implementation of curriculum and instruction expectations are monitored through the district's walk-through process. Additionally, data is collected on alignment of instruction to learning standards, posted learning objectives and student artifacts. This data is reviewed monthly during district leadership team meetings. This data is shared with staff individually, each time a walk-through is conducted and as a staff during monthly faculty meetings.

Instructional materials - A review of instructional resources is part of the curriculum review process to ensure the resources support and are aligned to the MLS at an appropriate level of rigor. An annual district review cycle will be developed once the new curriculum is completed to ensure consistent, ongoing evaluation of instructional resources. Teachers have been provided with the latest edition of the district's elementary math resource Eureka Math.

In addition, classroom libraries have been supplemented to provide for a literacy rich learning environment within each classroom. Additionally, a large number of math manipulatives have been purchased and used to supplement and enhance the conceptual understanding of math through concrete representations.

Instructional technology - The Camdenton School District has made a concerted effort to provide both the hardware and software to support student learning in the 21st century along with the infrastructure needed to support high volume of usage. For the 2017-18 school year the district is implementing a plan to go one-to-one grades 5 - 12. Elementary schools will have two-to-one ratio of students to devices. Title funds have been used to supplement additional student devices to better enable students to access and utilize the I-Ready assessment and individualized instruction platform. Ongoing professional development is provided to help ensure teachers are equipped to integrate technology into the instructional process.

Support personnel - Hawthorn used Title funding to provide for two Teaching Methods Coaches and two para-professionals for the school term 2015 - 2017. The methods coaches are charged to work with building teachers to grow the effectiveness of classroom instruction at a tier I level. Historically, this has been the greatest area of need. The para-professionals provide supplemental support for small intervention groups instruction in both math and reading. For the 2018-19 school term a reallocation in support personnel is being planned to better address the curriculum development needs as well as the support provided to classroom teachers for class management strategies and instructional effectiveness. The teaching methods coach positions will be reorganized to better differentiate responsibilities. One position

will be designated as building instructional coach, while the other position will be designated as curriculum coordinator for the building. The two para-professional positions will remain the same to provide targeted intervention.

Summarize the analysis of data regarding curriculum and instruction:

Strengths: New curriculum development as a district-wide effort to ensure alignment to the new Missouri Learning Standards. All district teachers were “hands-on” in the process allowing for a much greater knowledge and understanding of the standards. Building walk-through data shows a high percentage of student assignments / artifacts are in alignment to the posted learning objective and in support of the standard being taught.

Weaknesses: The curriculum development is in phase II and has not yet been completed. While the standards have been mapped and unpacked, it will be during the 2017-18 school term that units of instruction will be created. A significant component of this process is also to identify and utilize common grade-level / content assessments. The district-wide common assessments have been a missing component for the last three years.

What support is needed for school wide reform strategies to provide opportunities for all children to meet the State’s proficient levels based on the building’s APR to strengthen the school’s core academic program? Briefly describe the following:

Professional Learning Communities: Grade-level and content specific teams have been functioning as professional, collaborative teams since 2007. These teams follow the structure and processes of a professional learning community as described by DuFour and Eaker. Teachers have common daily plan time allowing for weekly collaboration in addition to early release time every Friday for collaborative teamwork.

Schoolwide Positive Behavior Support: Hawthorn was recognized as a “Gold-level school” by DESE for fidelity of implementation of SW-PBS in 2016. Hawthorn continues to operate as a PBS school utilizing tiered behavior supports to address student social-emotional and behavior needs. The tier I building level team meet twice monthly to address needs across the building and classroom. The tier II & III team meets weekly to address individual student behavior needs. This team develops individual supports in cooperation with the student, teacher and parents. Hawthorn is recognizing a significant increase in social-emotional needs of students. A small population of students (5-7%) are requiring ever increasing levels of support that go beyond the

traditional school model. This group of students demonstrate patterns of behavior that make it very difficult for them to stay in the classroom setting and require large chunks of time out of the classroom to become regulated to the point they are safe to be around other students.

Tiered Instructional Support such as Response to Intervention: Hawthorn utilizes universal screenings for both academic and social-emotional assessment. I-Ready Diagnostic Assessment is used four times during the year to screen for math and reading intervention needs. Progress monitoring checks occur monthly. At the beginning of the year students are screened using a SDQ survey to assess social-emotional needs. Tiered interventions are determined using the data from the universal screenings. Classroom level intervention/support is flexible and can change daily or weekly. Intervention time for reteaching or small group instruction is built into the instructional blocks. Based on diagnostic results, students are grouped for tier II or III intervention or extension by domain or strand in reading and math. These interventions are part of building-wide schedule and occur minimum 3 - 4 times weekly for 25 minutes over a period of 6-8 weeks.

Other: Evidence based strategies: Guided reading plus, and domain specific instruction in the areas of phonics, phonemic awareness, vocabulary and comprehension are provided as intervention supports for reading. Math interventions include strategies from Touchpoint math, Singapore math and Eureka math. These include students representing the math visually and using manipulatives. Lessons are targeted based on student need in the areas of algebra/algebraic relationships, number sense base ten, fractions, geometry, measurement and data. Intervention instruction is based on lessons developed through researchers at I-Ready. **Culture / Climate / Skills for Life** - Hawthorn began implementation of Leader in Me in 2016-17. There is a three year phased implementation process. In each of the first three years staff are provided materials and a full day of training centered on a particular phase or focus of implementation. Year one training was "Launching Leadership"- understanding, living and teaching the 7 habits. Year two focus is "Creating Culture" which has an emphasis on establishing student leadership roles, recognition and celebration of students and staff, establishing a school Lighthouse team to provide direction for ongoing work and identifying runways for action teams including building culture, parent involvement and staff encouragement. For school term 2018-19, which will be Hawthorn's third year of implementation, the training and focus is "Aligning Academics". This phase of implementation is truly aligned to the improvement efforts of the district. During this phase, staff will understand and utilize the Four Disciplines of Execution to identify the one or two most important goals, establish lead measures aligned to and leverage effort

toward meeting the building's goals, set a cadence of accountability, and develop a compelling scoreboard to measure progress. Additionally, students have weekly time built into the schedule for LEAD time to develop, enhance and practice "skills for life". Developing "skills for life" is specifically mentioned in our district's strategic plan and CSIP. The "7 Habits" as described by Stephen Covey, which are the foundation of Leader in Me, serve as our character education curriculum.

What high quality student academic assessments, in addition to the MAP are used to assist in diagnosis, teaching, and learning in the classroom enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents, and students on progress made and to determine what revisions are needed; and how to determine if student needs are met? 1. I-Ready Diagnostic math and reading - comprehensive benchmark assessments; 2. Text based assessments from Journey's Reading and Engage NY math; 3. Developmental Reading Assessment (DRA2); 4. Standards Mastery assessments.

What activities are used to ensure students who experience difficulty master proficient levels of Missouri's Learning Standards? These shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information to base effective assistance. Define what assistance will be offered: All students are given universal screening assessments in reading and math using I-Ready Diagnostic Assessment aligned to MLS. Student performance is analyzed by reading domain or math strand to develop targeted tiered intervention groups based on need. Students who are more than one grade-level below expectation are provided targeted tier II intervention support 30 minutes daily three to four times per week. Student learning is monitored on a daily basis using classroom formative assessments. Students struggling to master proficient levels on standards based learning goals are provided timely (within the week) classroom level, tier I, support through conferencing, 1 - 1 instruction or small group reteaching. Intervention groups are evaluated and re-organized based on progress checks and/or benchmark assessments. Intervention groups are fluid and are re-evaluated minimally every six to eight weeks.

High Quality Professional Staff

Describe the high quality and ongoing professional development for teachers, principals, and paras, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the Missouri Learning Standards.

Hawthorn staff, certified and classified have participated in intensive, ongoing training to implement research-based instructional strategies through district level PD opportunities and State and Regional workshops. Specifically, during the 2016-17 school personnel, and in particular, district administrators and instructional coaches, were provided monthly training by the Southern Regional Educational Board (SREB). This training included support for curriculum development, monitoring and supporting classroom level instruction and data collection aligned to district objectives. Hawthorn teachers are afforded “in-house” professional development by participating in “Instructional Rounds” as described by Marzano and Associates. Instructional rounds provide teachers opportunity to observe high performing peers and time to reflect about current professional practice and efforts needed to meet PDP goals.

Parents are provided support in working with their students through PASS Family nights. Literacy and Math nights feature published authors and nationally recognized consultants. Parent orientation meetings are held at the beginning of each school term. Each classroom teacher hosts a “Day in the Life of...3rd Grader” designed to acquaint parents with class expectations, schedules, routines and ongoing communication tools and processes.

Building administrators participate in monthly district leadership collaboration and training.

Family and Community Involvement

Summarize the analysis of data regarding family and community involvement:

Strengths:Parents are routinely invited into the regular school day for classroom family lunches on a monthly basis. Classroom teachers host “Day in the Life...” events to inform parents and establish effective lines of communication between home and school. Parents and students participate in Family Literacy Nights. Hawthorn, in cooperation with the district’s after-school programming, hosts quarterly family nights to engage parents in the types of activities their student participates for supplemental reading and math activities.

Hawthorn has an active and productive parent advisory team. The team consists of a representative group of parents who engage in an analysis of building level data to identify specific areas of improvement. The advisory team divides into action teams to develop a plan for implementation of strategy or process to address the area of need.

An extensive “Buddy Pack” program has been instituted for the past five years to provide nutritional food/snacks for students to eat over the weekend when school meals are not available.

Weaknesses: There is still a need to involve parents from the lowest socio-economic status in parent involvement activities and specifically to better represent this demographic group on the parent advisory team. On the perceptual survey of parents, there is a need to better provide support to parents wanting to help their student learn and grow academically while at home. Additionally, the most recent need identified, is parent anxiety regarding their students access and vulnerability while on the internet.

Provide clear strategies and action steps the building will use to increase parental involvement, such as family literacy services. The district and building will continue to host family literacy nights targeted to support and enrich literary experiences of both students and parents. Additionally, at least twice annually, parents and students will be invited to a free book fair in which students can select a variety of reading materials to enhance the books available to students at home. Hawthorn’s library media specialist has incorporated a summer reading program using Google classroom to blog and respond to students’ comments about selected readings. Finally, ClassDojo was implemented during the 2016-17 school year and will continue for 2017-18. ClassDojo resulted as part of the parent advisory action team to enhance parent communication. This online platform allows parents and teachers to communicate via instant message and has shown to be a successful tool.

Describe how the plan is made available to the LEA, parents, and the public in an easily understandable and uniform format. Title building improvement plans will be posted on the district’s website using a uniform template for each building. Additionally, the district level LEA parent advisory along with building level parent advisories will be provided a written copy of the plan as well.

Goal - District Target is 90% of students 1+ year growth.	End of Year 2014-15	End of Year 2015-16	End of Year 2016-17	End of Year 2017-18
All students will grow one full academic year in reading.	73%	75%	78%	78%
All students will grow one full academic year in math.	75%	82%	78%	72%
90% of all students will attend school 90% of the time.	90.6%	91.1%	90.6%	88.9%