

2022-2023 School Year Title I Building-Level Programming Plan and Goals

HAWTHORNE

A. Instructional Program

1. Describe how your Title I program will provide opportunities for all students to meet the state's proficient and advanced levels of academic achievement.

At Hawthorne we incorporate several key components to provide a quality program focused on achievement and the Hawthorne Tradition of Excellence.

We use data to inform instruction.

- Prior to the start of the 2022-23 school year, PLCs will review end of year data, revise curriculum maps and create a plan for instruction, intervention and enrichment. Gathering systematic formative data will be a part of the plan.
- Use of a balanced assessment system which includes screeners, progress monitoring, in program assessments, PLC developed common formative assessments, PLC developed unit assessments and projects.
- Ongoing alignment of assessments with adopted standards which are unpacked into learning targets and success criteria for units of study.
- Assessment data and unit targets will be shared with interventionists (Title I teachers and Special Education staff). Interventionists will align their work with grade level standards and targets.
- Grade level PLC 's will meet once after school each week and at designated early outs to evaluate assessment data, create and monitor short term goals, and plan for instruction, tier two groups, and WIN time.
- Observation, social emotional screener, and survey data will provide information to school teams as they plan for Social Emotional Learning.
- Using data from a variety of sources, PLCs will set short term goals in Reading, Writing, Math, and Social Emotional skills. Teams will mark progress on a school data sheet.
- The Guiding Coalition and Intervention Team will monitor school progress on short and long term goals at monthly meetings. A data review will be provided to the staff 3 times per year (fall, winter, spring).

We provide a research-based core curriculum, tier two, and tier three system of supports (MTSS).

- Continue to implement English Language Arts Common Core State Standards and adopted curriculum: ReadyGen, IRLA, Daily 5 model. Interventions will be aligned with the adopted standards and materials.

- Implement Science of Reading routines and practices to teach reading foundational skills.
- Rather than complete worksheets, students will read and write across all content areas. We strive to build a community of readers and writers in each classroom and grade level.
- Use of Accelerated Reader in grades 3-5.

Continue to implement Math Common Core State Standards and use the adopted iReady Math program. Interventions will be aligned with the adopted standards and materials.

- Tier 2 instruction will be provided within the Math workshop, WIN time or through push in support.
- For a few students, Tier 3 interventions may include alternate, research-based interventions using a research based alternative program.

Continue to provide core instruction and additional time and practice for students needing additional support. (90 minutes ELA, 60+ minutes Math, + WIN time + 30 minutes for tier three)

- All teachers will use learning targets for lessons and units of study across all content areas. Priority standards and targets will be determined.
- Grade level teams will develop Success Criteria and rubrics, proficiency scales, or checklists for priority standards and learning targets. Students will be taught to set goals and monitor progress using success criteria and other tools.
- Teachers will implement high impact instructional strategies to engage students in learning. (targeted small groups based on formative assessment data, differentiated instruction, use of technology, Hattie Visible Learning strategies such as discussion protocols, reciprocal teaching, Teacher Clarity...)
- Implement WIN- to reteach and extend/enrich based on formative assessment

We implement research-based interventions for students working below proficiency. Continue targeted small group instruction and differentiated instruction in classrooms at each grade level (tier one for all students, double dose via Daily 5 or workshop model, WIN- tier 2, math push in support)

- Align interventions to adopted standards and curriculum materials.
- For a few students, Tier 3 interventions may include alternate, research-based intervention material such as Wilson Phonics, Heggerty foundational skills, etc.
- Use common formative assessments to plan for instruction, intervention, enrichment, WIN time
- Use of MTSS model for additional time and support for ELA, Math, Behavior support

We support the transition to school and from grade to grade.

- We will use a Morning Meeting, Closing Circle, and ongoing team building activities to build community and create a sense of belonging in each classroom.
- Host Kindergarten and First Grade Play Dates on the playground throughout the summer months.
- Kindergarten transition activities such as playground play dates, story hour, and Transition Nights will introduce parents and students to the school. A slow start to the year with half days for the first week, will ease students into the school schedule

- Provide monthly newsletters and information on school website, Blackboard, the school readerboard and social media sites.
- Offer a Summer Reading Challenge and access to age and level appropriate books.
- Provide moving into middle school experiences occur during the last trimester of fifth grade (discussion with middle school counselors, visits from middle school students, transition lunches, field trip to middle school)

Ongoing, job embedded professional development is provided to staff.

Title I provides a 0.5 FTE Instructional Coach for Hawthorne

- Coaching Cycles are provided to teams of teachers.
- We strive to offer study groups, vertical PLC learning sessions, implementation workshops for teachers.
- Teacher leaders attend national trainings and then train staff on high impact practices.

We partner with families to support student achievement and wellness.

- The Family Resource Center provides support guidance and resources for families.
- We communicate in a variety of ways including the school website, newsletters, text messages, phone calls, emails, face to face meetings
- Progress reports are given to parents 3 times per year.
- We hold Parent-Teacher Conferences formally twice a year.
- The FRC and PTA support Family Events such as Hawthorne Picnic, STEAM Night and the Health Carnival.

2. Describe how your Title I program will use effective methods and instructional strategies that are based on scientifically based research to strengthen the core academic program, increase the amount and quality of learning time that provides an enriched and accelerated curriculum, and works toward high school graduation requirements.

The Hawthorne Team will use the PLC model of collaboration to implement MTSS (Multi-tiered System of Supports). All students will have access to tier one instruction in academics and behavior.

ACADEMICS-

- Using a workshop model, teachers will meet with small groups and conduct individual conferences. Students needing tier two support will receive additional targeted support by the classroom teacher and/or intervention staff. All students will attend WIN time where they will receive intervention or enrichment depending on their needs. Some students will receive tier 3 support for reteaching and practice on foundational skills.
- The Hawthorne Staff is studying and working to implement high impact instructional strategies. We are in the third year of our study of John Hattie's Visible Learning and Teacher Clarity. PLCs have unpacked standards into learning targets. They continue to develop and use success criteria for priority standards. Teachers have added collaborative practice to lesson plans to release responsibility and engage students. Other practices such as reciprocal teaching, discussion protocols, exit tickets, jigsaw are being added to lesson plans. We strive to involve students in teaching and learning through goal setting, active learning, and by keeping whole class lessons short and focused.

BEHAVIOR-

- All students are taught the behavior expectations: Be responsible. Be respectful. Be safe. Be kind. Teachers model, teach, and reteach expectations throughout the year. Students learn the Zones of Regulations and are taught Kelso's Choices. A common language is used throughout the campus and on the playground. As we have learned through PBIS and MBI, we use a positive approach to teach and reinforce expectations. Students have the opportunity to learn, practice, and relearn expectations. Each classroom has a break spot and a time out spot. Students are taught to use sensory tools. They learn strategies for self-regulation.
- We are adding Morning Meeting, Closing Circle and team building activities to promote a sense of connection and belonging in each classroom.
- We screen for behavior needs two times each year. As students need tier two support, we offer a variety of opportunities including Check In, Check Out and Check and Connect. We use the 2x10 Method to connect students with an adult. In addition, we have a Meaningful Work program and small skill groups. Some students are offered Functional Behavior Plans as a part of tier 2 or 3 support.
- For tier 3, we provide mental health support groups and individual counseling. Behavior support for modeling and side by side practice is also provided to students that need it.



3. SCHOOLWIDE PROGRAM: Describe how your Title I program will include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the state standards and/or graduation requirements who are members of the target population of any programs included in the schoolwide plan, or are members of historically underserved populations.

At Hawthorne we use the PLC (Professional Learning Communities) model of collaboration. Our intervention staff work with grade level PLCs to ensure standards, targets, assessment, and instruction are aligned. Interventions and enrichment are components in each lesson and unit of study. Using formative assessment data, we can keep groups flexible. Teams evaluate data regularly and systematically. Using the Daily 5 and a Math workshop model. Teachers are able to work with small skill groups. They can confer with individuals and create an equitable conferencing schedule to ensure all children succeed. Interventionist can also meet with small groups. Para educators often push in to provide support as well.

PLCs plan for WIN (What I Need) time which is focused on intervention on priority standards and learning targets for some students. Other students who have demonstrated mastery are provided with enrichment and extension during WIN time. Tier 3 support is provided for teaching, reteaching, and practice of foundational skills. Using the PLC model and MTSS, we provide additional time, additional support, and enrichment daily. Ongoing formative assessment is used to plan for instruction, intervention and enrichment. Flexible groups are formed and instruction is provided by classroom teachers and intervention staff in the classroom during tier 1 and 2 periods.

PLCs plan for WIN time where reteaching, skill practice, reassessment, and extension lessons are planned based on student need. Some students require reteaching and practice of foundational skills or individual goal instruction which occurs in tier 3 groups, often taught by Special Education staff. General Education teachers and Title I staff reinforce what is taught in tier 3 and implement accommodations as required.

4. Describe how your Title I program will provide instruction by highly qualified professional staff (see the ESSA definition for highly qualified teachers and para-educators).

All teachers and para-educators will be highly qualified.

To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach. All Missoula County Public Schools teachers are highly qualified and meet the state requirements for full state certification or licensure. Title I teachers are most often hired internally and most frequently within their own buildings. Missoula is a desirable place to live and Missoula County Public Schools is a desirable employer. Many teaching positions, including Title I positions, are filled within-district by highly qualified and experienced teachers.

To be deemed highly qualified, paraprofessionals must: 1) have two years of post-secondary education or certification in MCPS-recognized training; 2) one year paid or volunteer experience working with children in educational or child care settings; 3) knowledge of developmental and/or learning disabilities; 4) knowledge of general concepts of child growth, development, and behavior characteristics in special education programs; 5) knowledge of special education goals and objectives; and 6) special knowledge, skills and abilities in interpersonal communication, classroom procedures and computers.

Missoula is a desirable place to live and Missoula County Public Schools is a desirable employer. The district experiences very little teacher attrition. Title I teachers are most often tenured and highly experienced. Some take advantage of federal student loan forgiveness, as a result of teaching in a Title I classroom. Because Missoula attracts highly qualified, talented and experienced teachers, teaching in a Title I classroom is not viewed as a detriment but as an opportunity. Furthermore, Title I teachers and their classrooms are well equipped to meet the academic and socio-emotional needs of struggling students.

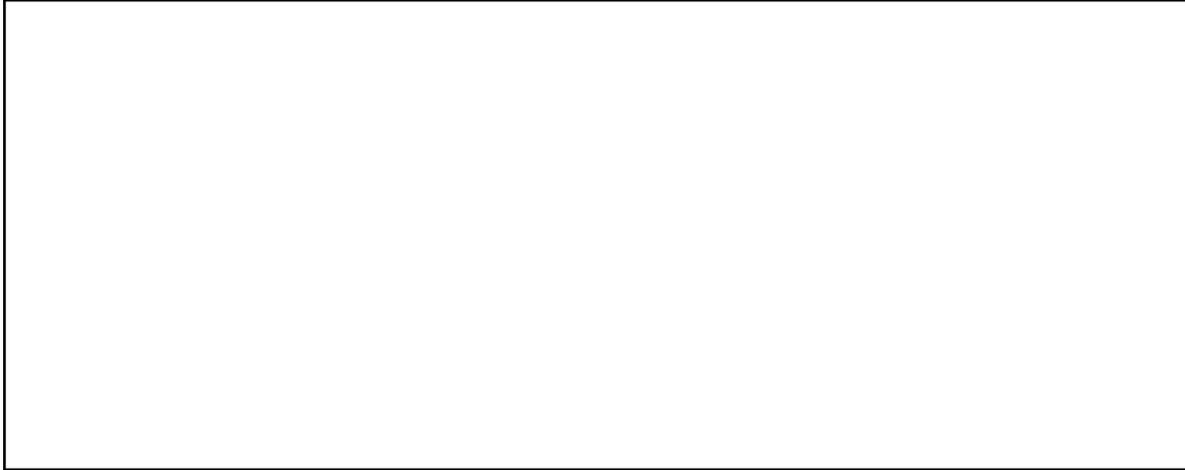
Strategies to retain highly qualified Title I paraprofessionals include: The Merged Missoula Classified Employees Organization (MCEO) representatives work very hard every year to negotiate a Collective Bargaining Agreement that is liberal and fair. Paraprofessionals receive wage increases yearly; they enjoy a generous benefits package to include health benefits, sick leave, vacation pay and holiday pay. They receive additional pay for participating in professional development opportunities, as required.

Using the Professional Learning Communities Model, teams will meet and collaborate weekly. This team-based approach supports each member and provides ongoing study of best practices, problem solving, and regular celebrations of success based on data and progress monitoring.

Using schoolwide data, vertical PLC's choose areas in need of additional study. Teachers study, review, share ideas and artifacts, and observe each other's practice as a part of Vertical PLC professional learning.

In addition, **we have a 0.5 FTE Instructional Coach on staff. The Instructional Coach works with teams of teacher on Coaching Cycles focused on team needs and the implementation of best practices.** The Coach helps facilitate data meetings, assists in instructional planning, and helps with problem solving for groups of students and individual students. The Coach leads vertical PLC work, curriculum alignment, and study groups. This side by side model of support provides just in time professional development for staff.

5. Describe how your Title I program will provide timely, effective assistance to students who experience difficulty in meeting the state's standards; including taking specific steps to involve parents in helping their children meet the standards.

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PARTS B & C BELOW ARE NECESSARY ONLY IF YOU ARE A SCHOOLWIDE TITLE I PROGRAM.

B. Funding Sources ~ (see below to choose ones you use and delete on your Building Plan/Goals which ones you do not use)

List all federal and state sources of funds allocated to this schoolwide program. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

Please choose the ones you utilize for your Building and delete the ones you do not utilize.

All Title I Elementary and High Schools will receive the following funding from Federal and State sources:

Title II-A
Title VI
IDEA-Part B

High School in addition receives:

ACT Money
Carl Perkins

State Funding for all schools in the District will also receive Gifted and Talented funding.

Title III is funded for the entire district as a whole and is used to ID students in the district and is not dependent upon the school they attend.

McKinney Vento and N&D Set Asides are used for Title I schools for school supplies, gas cards, mileage reimbursement and transportation for participation in before-and after-school academic support events for family engagement as well as parent/student academically focused events.

Hawthorne, Franklin and CS Porter receive 21st Century funds.

Principal Date

Title I Federal Project Coordinator Date

Federal Title Director Date