

Schoolwide Program Plan (Building Level)

Implementation Year(s): 2013-14 - 2015-16

Hawthorn Leadership for Girls (115925) - HAWTHORN LEADERSHIP SCHL GIRLS (3910)

Team Members:	Robyn Wiens	Principal	nwiens@hawthornschool.org	[REDACTED]
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	(to be hired)	Instructional Support Specialist		
	Julie Hercules	Dean of Student Life and Community Affairs		
	Kaleigh Lawrence	Social Worker		
	Christy Auston	Teacher		
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The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include the following components.

(a) Use of Funds for Schoolwide Programs

(1) In General – An LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which at least 40 percent of the children are from low-income families, or at least 40 percent of the children enrolled in the school are from such families

(2)(B) Supplemental Funds – A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency

1. **Planning & Review Team: Name and Title**

Plan is developed 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.

The Executive Director and Principal used information gathered during the planning and development of the charter school application to write the schoolwide plan. On May 7, 2015, the Title I planning and review team which consists of the Executive Director, Principal, Dean of Student Life and Community Affairs, Business and Operations Manager, a classroom teacher, and 3 parents met and reviewed the schoolwide plan at Washington University's MySci Resource Center. (The School's Social Worker will also serve on the Title 1 review team but was unable to participate in the May 7th meeting.) During the meeting, the team reviewed the needs assessment, specifically the priorities listed, and all other items of the plans. After review and discussion, the schoolwide plan was completed. The team will meet quarterly during 2015-2016. In January and February, the team will conduct another needs assessment to identify changes to the comprehensive plan for the schoolwide program.

2. **I. Needs Assessment - Schoolwide Program Plan.**

A comprehensive needs assessment of the entire school, including the needs of migrant children, that includes children's achievement in relation to Missouri's Learning Standards

Summarize strength and needs of the school's current educational program. As a result of this current comprehensive needs assessment, list by priority the specific areas of need and objectives to be addressed. The needs assessment review includes an examination of:

Student achievement data that clearly identifies areas of low achievement;

LEA strengths and weaknesses that have been identified through a drilldown process of the achievement data as well as hypothesized root causes for the data; and

The resulting, prioritized improvement needs and goals.

List by priority the specific areas of need to be addressed in the plan. Prioritized needs must be addressed in the plan.

Hawthorn is committed to preparing low income and minority young women from diverse backgrounds for college and careers. Hawthorn is open to female students eligible for promotion into the middle and high school grades who either live in the City of St. Louis or are eligible to attend City of St. Louis public schools under the guidelines of the voluntary transfer program.

In 2012, a total of 22,156 students were enrolled in the St. Louis Public Schools ("SLPS"). Of those, 80% are black and 13.6% are white. Eighty-eight percent qualify for free and reduced lunch. In that same year, the district's graduation rates and ACT scores were well below the state averages. Approximately 62% of SLPS students graduated from high school in 4 years compared to 86% statewide. The average ACT composite score was 16.5 for the district in contrast to the state average of 21.6. SLPS graduates continue their education at the following rates: 27% went on to attend a four year-college or university, 39.4% entered a two-year college, and 2.8% went on to technical/vocational school. In 2007, SLPS lost its state accreditation. Five years later, the state awarded the district "provisional accreditation" based on its progress. While Hawthorn does not currently operate with students, the school anticipates serving a similar student population with similar academic needs as SLPS.

We hypothesize that students have received inadequate preparation for completing graduation requirements and college-level work, particularly in the areas of reading and math. We assume many students will enter Hawthorn in the 6th grade between one and three years behind grade level. Our 2015-2016 performance goals include earning a school-wide MPI of 310 or higher in Communication Arts and Math and that Hawthorn students, on average, demonstrate at least 1.5 years of growth per year.

Our Title 1 program will address the prioritized needs below:

Build teachers' capacity to provide differentiated reading instruction across the curriculum

Develop a culture of independent reading school-wide

Implement differentiated math instruction for students in flexible, data-driven small groups

Provide training and time for teachers to analyze data together and collaborate on modifications to instruction in order to address the needs identified in the data

Provide training for teachers to build their cultural competency in the teaching and learning environment

3. **II. Schoolwide reform strategies**

Identify how the building will provide opportunities for all children to meet the State's proficient levels based on the building's APR. Use effective methods and instructional strategies based on scientifically based research (SBR) that –

Strengthen the school's core academic program

List the evidence-based practices that will be implemented to strengthen the school's core academic program.

- Professional Learning Communities. Date of implementation

starting July 2015 and ongoing throughout the school year.

- Schoolwide Positive Behavior Support. Date of implementation

starting July 2015 and ongoing throughout the school year.

- Tiered instructional support such as Response to Intervention. Briefly describe the process used.

Teachers will analyze each student's performance through observation, NWEA, classroom-based assessments, student work from project-based performance tasks, information provided by the family, and previous performance data found in the student's cumulative school record. Students who meet the teaching teams' criteria will be required to participate in after school tutoring. In addition, teachers will use data collected from the Independent Reading Level Assessment to determine which leveled texts should be made available to groups of students and which reading behaviors should be addressed in small group instruction. In order to accommodate targeted small group instruction in reading, all students will take a two-period long humanities course that integrates communication arts and social studies standards. The elongated class will also allow for independent reading for all students during the regular school day. The Instructional Support Specialist will facilitate the decision-making process for the math team regarding implementation of small group instruction for which students and for which skill areas. The specialist and math teachers will be responsible for creating flexible small groups for more focused math instruction during the Math Lab classes and providing after school tutors with the appropriate curriculum materials and training to support math achievement. The Instructional Support Specialist will provide pull-out and push-in services for students meeting criteria for extra support in mathematics. Teaching teams will also consider technology-based supports for struggling students. The Special Education teacher/coordinator and Social Worker will also support classroom teachers through professional development in strategies that address the specific needs of ELL students and students with IEPs.

- Other: List planned intervention(s) and briefly describe.

Flexible grouping during math lab classes; use of leveled texts in humanities (Comm. Arts/Social Studies) and science classes

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4. List the high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), which will be 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:

Hawthorn will use the following assessments to diagnose, monitor, and benchmark student performance: Missouri MAP, NWEA (administered three times/year in Reading, Math, and Science), Accelerated Reader, and the Independent Reading Level Assessment (IRLA). Teachers will work collaboratively to analyze data collected through the assessments listed above and determine patterns in student performance. The Instructional Support Specialist will lead the data analysis and action planning for the math team. Based on the performance data, teachers will identify and implement modifications to instructional strategies. In addition, the team may choose to identify specific strategies to be assigned to particular content areas to ensure all disciplines are supporting continuous improvement in the areas of reading and math.

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5. Increase amount and quality of learning time, and help provide an enriched and accelerated curriculum

- extended school year
- before-and after-school tutoring
- summer programs and opportunities
- other:

All students will take two periods of math and a two-period long humanities (Communication Arts & Social Studies) class in their daily schedule.

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6. Identify strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, particularly of low-achieving children and those at risk of not meeting Missouri's Learning Standards who are members of any program's target population that is included in the schoolwide program, which may include --
- (aa) counseling, pupil services, and mentoring services
 - (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies
 - (cc) integration of vocational and technical education programs.

Hawthorn recognizes that students are unable to thrive in the educational setting when their basic needs are not being met. For that reason, Hawthorn has hired a full time social worker (who is scheduled to complete clinical licensure) to provide support for struggling students, lead ongoing training for staff on promoting a safe social-emotional environment for students, and build relationships between families and community resources. Any additional counseling needs will be addressed with Hawthorn's relationship with the Miriam School. Hawthorn has hired a Dean of Student Life and Community Affairs who will help develop a college-readiness program for middle school grades.

Through Hawthorn's partnership with Washington University, the university will utilize current college students to provide after school tutoring, mentoring, and college-readiness and STEM-related programming for Hawthorn students on a regularly scheduled basis. Hawthorn is also an affiliate of the Young Women's Leadership Network (YWLN), a nonprofit that operates five high-performing public schools for economically disadvantaged girls with a high-quality college preparatory education. As an affiliate, Hawthorn will access YWLN's resources on advisory curriculum that support students' social-emotional needs.

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7. Address the assessment measures the school will use to determine if student needs are met.

Hawthorn will use the following data sources to determine if student needs are met: NWEA and MAP performance data, school attendance, behavior/discipline records, participation rates in parent outreach activities, and satisfaction surveys administered to parents and students. Hawthorn will also consider student retention as it relates to enrollment from year to year as a measurement of meeting students' needs.

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8. Indicate how teachers are 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.

As PLCs, teaching teams will convene on a regular schedule to analyze student data. After analyzing data, teams will determine students in need of additional support and deliver the identified interventions.

9. Activities to ensure students who experience difficulty mastering proficient levels of Missouri's Learning Standards 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:

Before and after school tutoring provided by staff and tutors, access to technology-based interventions during school day and after school, push in and pull out instruction, flexible data-driven small group instruction, average class size of 20 students, additional professional development for teachers in the areas of instructional strategies for ELL students and/or students with IEPs, identifying community partners who can provide additional learning opportunities on early release days, required summer program for qualifying students

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10. Individual student MAP results will be provided in a language parents can understand through:

- A translated version or by a translator
- Parent-teacher conferences
- Parent meetings/trainings to understand MAP and interpret results
- A detailed explanation sent home to parents
- Other:

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11. **III. Instruction by highly qualified teachers**

The school is meeting the requirement regarding instruction by highly qualified teachers by:
(check all that apply):

- Teachers are highly qualified with documentation on file
- Paraprofessionals hired with Title I funds (including all instructional paras in a Schoolwide program) have at least 60 semester hours, a two-year certificate, or have passed the ParaPro Assessment with documentation on file.
- Other:

Providing support to teachers who need additional assistance in reaching highly qualified status through online programs or taking MEGA exams

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12. How will federal funds be used to help teachers meet the highly qualified requirements?

- The district has documentation to verify teachers are highly qualified. Documentation may include teacher certificates, praxis scores in the content areas, or Staff Assignment Report.
- The district uses federal funds for teachers to become highly qualified including materials needed to prepare for the Praxis, the costs of the Praxis, needed coursework, etc
- Other:

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13. **IV. Professional development**

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 Missouri's Learning Standards

3 weeks of summer professional development for all staff (July 2015), ongoing professional development for all staff (2 times per month on early release days, at least 4 full day in-service days throughout the year). In 2015-2016, all staff will be teaching 6th and 7th grade students. Professional development will focus on data-driven instruction (using standardized test data and classroom-based assessment data), literacy instruction across content areas, assessing students' independent reading levels, implement differentiated math instruction for students in flexible, data-driven small groups, and provide training for teachers to build their cultural competency in the teaching and learning environment. Hawthorn will provide teachers with training on meeting the specific needs of ELL students and students with IEPs.

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14. Provide a clear strategy to attract high-quality highly qualified teachers to high-need schools

Hawthorn currently offers a competitive salary schedule and benefits package. Hawthorn recruits teachers with the needed skills and certifications through information sessions, social media, and college campus interview days. Hawthorn uses a multi-step selection process. Hawthorn currently uses an online employment application portal that includes a survey of candidates' educational philosophy. Survey results help determine a candidate's alignment to the school's vision and mission. Additional steps in the selection process include a phone screen, writing sample, in-person interview, work samples, and reference checks.

Hawthorn will review teachers' qualifications prior to assigning class rosters to ensure teachers' skills are an appropriate fit for students' needs. Hawthorn's master schedule will include common planning for teachers assigned to similar course loads and provide staffing that supports an average class size of approximately 20 students.

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15. **V. Parent involvement**
Provide clear strategies and action steps the building will use to increase parental involvement, such as family literacy services. (Include parents other than just school employees in planning and participation.)

- Parents are involved in planning activities
- Parents are involved in implementing and evaluating activities
- Parents are involved in school decisions
- Parents are provided with meetings and notifications concerning student progress
- Other steps the building will use:

When possible, Hawthorn engages students and parents in the staff selection process. Hawthorn has selected a web-based student information system that includes an online parent/student portal. Parents will be able to access their student's academic information and school activity information through the portal.

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16. The district will coordinate and integrate the following federal, state and local services and programs to support the school's efforts:

Because Hawthorn is still enrolling students, the school is unable to determine the exact needs of its students at this time. However, Hawthorn will coordinate and integrate Title 1 funds with other funds such as Special Education, ELL, homeless and immigrant students, neglected or delinquent youth, Native American students served under Title VII.A, and local funds in order to create a full system of support for all students. Teachers will analyze data on a regular basis to progress monitor and benchmark student progress. Teachers will modify instruction and interventions based on the data analysis.

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17. Describe how the plan is made available to the LEA, parents, and the public, and in an easily understandable and uniform format.

The plan will be made available on the school's website and upon request in the school's main office. Staff will also be able to access the plan through a shared web-based drive.

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18. **VI. Preschool Transition**
Identify steps the building will use for assisting preschool children in the transition from early childhood programs, such as Head Start, or Missouri Preschool Project, to elementary school programs.

n/a

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19. A schoolwide program may use funds to establish or enhance Pre-K programs for children below the age of 6.

The preschool will not be included as part of the Schoolwide Program.

The preschool will be included as part of the Schoolwide Program. Explain how the preschool programs will be incorporated.

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