

Consolidated School Improvement Plan

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Hathaway Elementary School	1g. Grade Span: Tk-5 School Type: Elementary
1b. Principal: Wendy Morrill	1h. Building Enrollment: 263
1c. District: Washougal School District	1i. F/R Percentage: 49.4%
1d. Board Approval Date: Click or tap here to enter text.	1j. Special Education Percentage: 17.9%
1e. Plan Date: 6/7/23	1k. English Learner Percentage: 10.3%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 3+	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Wendy Morrill, Principal Tiffany Gilbreath, Teacher (K) Charlotte Noriega-Linde, Teacher (1) Jennifer Perry, Teacher (2) Javier Appelgren, Teacher (PE) Leslie DeShazer, TOSA (SPED) Dana Wilson, Parent Anna Paul, Coordinator for Read Northwest	Jennifer Perry, Teacher (2) Jaymi McQueen, Teacher (3) Lori Webb, Teacher (4) Sydney Croucher, Teacher (5)



Section 3: Vision and Mission Statement

Mission: At Hathaway, in collaboration with families and staff members, we engage our students in rigorous and joyful learning experiences that meet their individual needs and help EACH child reach their full potential.

Vision: The Hathaway School Community believes that student's needs come first in all decisions and actions.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?
 - **Students from low-income households consistently demonstrated less growth and lower achievement than students from non-low-income households.**
 - **Students from low-income households have an overall WSIF score of 2.45**
 - **Students with disabilities consistently show less growth and lower achievement than students without disabilities**
 - **Students with disabilities have an overall WSIF score of 1.56 and the trend is below the threshold**
 - **Overall student growth has trended downward over the most recent three testing windows**

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

- *Attendance has been a challenge for many Hathaway students. After reviewing the data, we decided that chronic absenteeism has a significant impact on student Achievement.*
- *Our students continue to need social emotional and self-regulation support and intervention, although we have seen an improvement in our SWIS and MySAEBRS data.*
- *AVID strategies in the classroom (Specifically Focus Notetaking and organization) have had a positive impact of student achievement and we will continue to build upon our skillset in how AVID can support our students.*
- *We have identified a need to improve tier 1 core learning and supports look for students in every classroom. We are planning year-long training in Illustrative math and evidence-based strategies that support student learning.*
- *We will continue to be a PBIS School and our committee will continue to identify areas of success and improvement.*

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).

a. What strengths do they possess?

Hathaway students show kindness to their peers and the adults in our school community. Our school community is important to them and they want to protect it. Hathaway students have an eagerness to learn and respond positively to enriching school experiences. Hathaway students enjoy sharing ideas with each other and opportunities for collaboration. Our data shows that Hathaway students believe that the adults at school care about them and want them to do well. Our students will work really hard for something that is meaningful to them.

Hathaway students need continued support with self-regulation and regular problem-solving support with peers.

b. What challenges do they face?

Many of Hathaway's students are living in poverty and sometimes basic needs like food, clothing, secure housing is in short supply. We have students that struggle to self-regulate and need additional support with mental health. It can be challenging for students to engage in the learning due to basic needs not being met.

Chronic absences and illness have also been a challenge in the past two years.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- c. What are some important relationships in their life?

Most of Hathaway's students have positive relationships with their families at home. Hathaway families are diverse. We have many grandparents raising their grandchildren and many single parent households. We really strive to build trusting relationships with our students here at Hathaway and we understand that it often takes time and commitment to build the trust with them. We want them to see all staff as positive adult role models and adults they can rely on. Hathaway students also have important relationships with their peers. Many of our students care a great deal about fitting in and worry about what their peers think and believe about them.

We also have a partnership with Read Northwest who pairs volunteer adult reading mentors with first, second, and third graders.

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Our mission and equity statement show our commitment to making school a joyful and enriching environment for our students. We collaborate with our Booster group to have monthly family events that are free participation for all of our families. These include game nights, fall carnival, literacy events, etc. We also hold monthly assemblies to build community. We are also focusing our professional development and strengthening our tier 1, 2, and 3 supports in the classrooms and schoolwide to meet the learning needs of all students and to ensure that all students are successful with their grade level essential standards or higher.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

- ***Our School's Guiding Coalition will continue to provide PD and support for our PLC and here at Hathaway. We know that the support, interventions and enrichment that our students need are identified during weekly PLC meetings.***
- ***Our district's math instructional coach will lead a yearlong professional development for teachers on evidence-based math strategies and the use of the Illustrative math curriculum.***
- ***Year-long focus on using data to make decisions for all team/committee work.***
- ***A monthly staff meeting will focus on learning about how to use the WICOR strategies from AVID in tier 1 core instruction time. This will be facilitated by our AVID leadership.***
- ***We are forming an attendance team that will meet twice a month to support our students and their families with setting routines for attending school regularly.***

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
 - ***Our focus on one major AVID strategy a year has proven effective. We continue with the previous year's strategy and build upon it with a new strategy. We have survey data and test scores that support this.***
 - ***Our continued PLC work with common assessments, and every grade level identifying the essential standards that they ensure all students will master.***

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

We are focusing on improving tier 1 core learning time, intervention and enrichment for all students. We will also focus on how our tier 3 functions at Hathaway. We are feeling positive about the tier 2 team and supports we put in place last year and will continue to build on it.

2. How did your school identify these areas of strengths and improvement?
We used data from MYSAEBRS, FastBridge, SWIS, Classroom based assessments, surveys, and SBA to determine strengths and areas for growth.
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
We work closely with our school's family resource coordinator who works as outreach within our community to continue supporting Hathaway students in a multitude of ways. We partner closely with Volunteer program Read Northwest to provide reading mentorship for students as well as a local group called Teacher's Brigade who will support students with interventions and enrichment.
4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?
It was our focus last year to build up our community partnerships that support our students and this year we will continue to strengthen the ones we have established and with help from our resource coordinator and Booster group we will build new ones. We are strong on partnerships that support basic needs of our students and will continue to build on ones that strengthen students learning and enrichment.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the [OSSI SY 2023–2024 School Improvement Plan Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#).

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

The needs we have identified include opportunities for professional development for staff in tier 1 core instruction/intervention in the area of math. Lack of staffing is a challenge when we are trying to build strong tier 1 learning times that are not interrupted with behavior concerns and so, teachers need regular support with helping students regulate.

We are in need of staff that can support the learning needs of our Dual Language Spanish immersion program (K-2).

We will potentially need funds that support our attendance outreach work with families.

We need to put illustrative math teacher’s guides in teacher’s hands since this is the curriculum that evidence proves is best aligned with our essential standards.

5a. SY 2023–2024 SMARTIE Goal #1:

Math: By the end of the 2023/2024 school year, based on current cohort data K-5, we will increase the percentage of students reaching 55th percentile or above on FastBridge math by 15%.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

<p>Activity 1 Teachers will engage in monthly professional development in the area of math.</p> <p>This benefits the teachers and the students as teachers implement strategies and apply new learning.</p>	<p>The principal will send out a monthly form asking how teachers are applying the learning to their classroom and ask teachers to reflect of it's impact on students.</p> <p>We will use assessments score throughout the year to monitor growth.</p>	<p>Monthly progress monitoring and the leadership team will analyze the assessment data 3 times during the year (Oct/Feb/May)</p>	<p>The principal, leadership team and the district's math coach will identify the learning needs of the staff to plan out the learning and the principal will manage the progress monitoring.</p>	<p>Professional development during a staff meeting monthly.</p> <p>Illustrative math curriculum materials</p> <p>The district's math coach</p>
<p>Activity 2 Teachers will receive Illustrative Math materials and training to use in the classroom.</p>	<p>Monthly check ins at meetings</p> <p>Survey results 3 times during the school year</p>	<p>The training will occur before school starts in August and will continue at the monthly math focused</p>	<p>Principal and math coach will lead this work.</p> <p>Teachers will be using the materials in class.</p>	<p>Math materials</p> <p>Math coach</p> <p>Staff meeting time for training</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. \$5,000 Math Coach's Training on Illustrative Curriculum - Title I</p>				
<p>2. \$10,000 Math Coach's Monthly Professional Developments - Title I</p>				
<p>3. 4,713 Release Time for teachers to attend Professional Developments - iGrant 872</p>				

5b. SY 2023–2024 SMARTIE Goal #2:

ELA: By the end of the 2023/2024 school year, based on current cohort data K-5, we will increase the percentage of students reaching 55th percentile or above on FastBridge/SBA ELA by at least 15%.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p align="center">Activity 1</p> <p>Students will complete the full notetaking cycle, which is an evidence- based practice from AVID.</p> <p>This supports students' organization and writing skills.</p>	<p>Students will complete a weekly note cycle. Staff will report weekly through a Google Form and data will be shared monthly.</p>	<p>By January 13, 2023, students will have completed 102 cycles.</p> <p>We will collect samples of student work from points throughout the goal timeframe to measure student growth in organization and writing.</p> <p>This will occur in January, March, and June.</p> <p>Students will have completed 425 cycles by the end of the end of the school year.</p>	<p>Teachers will be responsible implementing and the AVID Site Team will monitor and adjust as necessary</p> <p>AVID Site Team leads Professional development on Focus Note Taking.</p>	<p>Staff meeting time monthly for teachers to share ideas, strategies and student exemplars</p> <p>AVID materials</p>

Activity 2 3 rd , 4 th , and 5 th grade students will engage in ELA SBA Focused interim activities at least once a month.	We will monitor the completion of monthly focused IABs using the TIDE system.	January – May 2023 It will be monitored monthly by the Leadership Team.	3 rd -5 th teachers will be responsible for implementing, monitoring and adjusting this activity.	Staff meeting time and classroom work time.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. AVID Membership - \$3,375.00 - District Basic Ed Funds				
2. ELA SBA Interim Activities - District Basic Ed Funds				
3. Release Time for Teachers for ELA Professional Development \$ 4713 - iGrant 872				
5c. SY 2023–2024 SMARTIE Goal #3: (MTSS) By the end of the 2023/2024 school year, we will increase the implementation fidelity of the tier one PBIS System from 50% to at least 70%. We will increase the implementation fidelity of tier two PBIS System from 54% to at least 70%.				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #3: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 PBIS Tier 1 Team will use discipline data (SWIS) to create Systematic support	The PBIS Tier 1 Team will measure the fidelity using the Tiered Fidelity Inventory in June 2023.	Systematic Support Cycles will occur monthly and will be progress monitored and	All staff will implement systemic supports for student behavior. It will be monitored and adjusted by the PBIS Tier	SWIS data Collection System and staff meeting time for professional development.

student behavior schoolwide	The short-term measurement will be the PBIS Tier 1 Team's monthly Systematic Support Cycles.	reviewed by the PBIS Tier 1 Team.	1 Team and the administrator.	
Activity 2 Tier 2 Team will implement multiple tier 2 interventions and develop a screening process for identifying students.	By November 2023, the Tier 2 Team will have created a screening process for identifying students. By June 2024, multiple Tier 2 interventions will be implemented and in use by students.	The Tier 2 Team will meet twice monthly to progress monitor and review data.	The Tier 2 Team and the principal will be responsible for implementing, monitoring and adjusting the activity.	Team time and some staff meetings throughout the year.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. SWIS Suite - \$460 - District Basic Ed Funds				
2. PBIS Professional Development - \$4713 - iGrant 872				

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023-24)		
<p>NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.</p>		
Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality	Professional Development trainings provided by District's Math Coach

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2023–24)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	well-rounded education and to close educational achievement gaps.	
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	WASA PLC in Action Training throughout the School Year
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	Extra time for after school meetings to support LEP students and families to develop English proficiency and support navigating the educational system in Washington State.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Training on instructional technology, MTSS and additional math training.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Reading instructional coaches, paraprofessional support for students. to provide services to students who have not yet met, or are at risk of not meeting. Also covers the of Sunday curriculum
Local Funds	Local levy revenue may be combined in schoolwide programs.	Local levy funds are used to provide 1:1 devices for students’ use
Other Funding Sources, including School Improvement Grant Funding	OSSI Tier 3 Comprehensive Continuous School Improvement Grant	Release time for teachers to attend Professional Development for additional training in PBIS, PLC work, ELA and Math.