Hawthorne Middle/High School

2015-16 School Improvement Plan

Hawthorne Middle/High School

21403 SE 69TH AVE, Hawthorne, FL 32640

http://www.sbac.edu/pages/acps

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	63%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	F	D

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hawthorne Middle/High School Faculty and Staff strive to provide quality instruction and opportunities for the academic, personal, social and vocational development of our students in a clean safe and healthy environment.

Provide the school's vision statement

We are committed to the success of every student.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about students' cultures through open communication that begins on day one. The faculty and staff are trained in high poverty awareness and have an understanding of the variety of needs our rural students portray. The school provides numerous parent involvement activities throughout the year - such as Meet the Teacher, Open House, Science Night, Math Night, Reading Night and Social Studies Night to encourage and foster relationships with families to build relationships and increase continual awareness of families needs.Celebrating student accomplishments with families helps build a positive relationship between the school and the children's families. Our school is highly visible and involved in community events to build relationships with families and to encourage continual awareness regarding the perception of families and their backgrounds.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school sets guidelines and procedures in place that encourage a safe environment for all students. Setting an atmosphere that has zero tolerance for bullying and nurtures assurance that the school will follow up and investigate concerns in a timely fashion. Beginning with a behavior management system that is followed school wide that emphasizes a focus on Positive Behavior System (PBS) and encourages appropriate behaviors; to a school resource officer who works directly with the leadership team, faculty, staff and families to help students feel safe before, during and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The schoolwide behavioral system in place at HMHS is a simple process that sets clear expectations and consequences for behaviors. Teachers have support of the Leadership Team in implementation of the system as well as providing guidance and implementing RTI process for students who have repetitive issues. Setting schoolwide procedures and expectations in place for before, during and after school times, moving in hallways, entering/exiting cafeteria, while eating in cafeteria, and in all other common areas of the school, helps provide consistency. Faculty along with the Leadership Team developed and have fine tuned a plan that works to minimize distractions and allows all

students to have quality instructional time and encourage the PBS. Faculty is trained by Dean and Guidance Counselor and has opportunity to provide feedback to problems throughout the year. Teachers focus on building a positive relationship with families and students to help maintain relationships that support school goals.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of students are being met by being a full service school that provides support to the students and their families. Students are provided clothing, food (through the backpack program) and health services as school board policy will allow. Families that request support for services are directed toward necessary support. Counseling is available for students through guidance, Meridian Health Service (which has a office on site at least one day a week) and through the school psychologist as available. Students are mentored by all faculty and staff to encourage positive behaviors and to build confidence in themselves. Data chats provide students an opportunity with a mentor to look at reasons they are being successful or struggling, while creating goals toward high expectations for future assessments.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance is monitored on a daily basis at HMHS, with routine phone calls to check on the well being of students. The EPT process as well as the truancy officer with Alachua County Sheriff's office provides support and policies for families, who have serious offenses. An EPT meeting is set for any student struggling in an academic area where we track specific interventions and monitor progress. The student is recommended for testing with the school psychologist for detailed feedback if interventions fail to make improvements after a minimum number of hours.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	3	1	2	3	2	1	2	14
One or more suspensions	1	2	2	3	15	2	0	25
Course failure in ELA or Math	5	1	1	6	12	7	4	36
Level 1 on statewide assessment	1	2	0	1	3	8	15	30

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	2	7	21	3	2	39

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The first line of intervention is counseling of the child and the parent to find a focus to the root of the problem. Then seeking further support from the school Psychologist, Meridian or ACSD Truancy Officer. Educational Planning Meetings are set once a student has reach 5 unexcused absences or if there are repetitive behaviors that are not improving with our school wide discipline plan. At the EPT the focus is on providing support for the child with the necessary interventions - for Behavior - creating point sheets, developing more routine structures, setting more restrictions on moving freely within in school without supervision, and so on; for attendance - explaining the consequences to the parent of continual absences and offering support to alleviate the problem. If necessary the Truancy Officer will do a home visit and follow up with suggested procedures to provide support before recommending SARS or turning to State's Attorney Office.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Title 1 Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. All homeroom teachers will use the class roster distributed at the beginning of the meeting to document the return of the signed parents right letters. This is the first of the three attempts we must make for the return of the signed parents right letters.
Parent Resource Notebook - Continuous work in progress. Contains copies of the district parent involvement plan, school parent involvement plan, home-school compact, school improvement plan, SPAR report, Title 1 Part A budget, Title 1 parent involvement budget, parent web resources and additional parent resources. Located in front office conference room.
Parent Involvement Plan - Work in progress. Shared what we have thus far. Will notify of any and all changes as they come available. Final product will be placed in Parent Resource Notebook.
Title 1 Home-School Compact - Work in progress. Shared what we have thus far. Will notify of any and all changes as they come available. Final product will be placed in Parent Resource Notebook. Everyone must reference during conferences.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Building a positive relationship with families is a priority of all faculty and staff. Beginning with an opportunity to meet the teacher during preplanning and to celebrate achievements of their child. The faculty provides various parent involvement events, which are focused on different content areas at varying times of the year - Reading, Math and Science, as well as opportunity to learn ways to support your child during the summer months. Communication with families is a high priority with weekly phone homes from the Principal, daily agendas schoolwide to keep parents informed of homework and behaviors, and monthly school newsletters. The school works to make a presence at community events and be highly visible to family to help encourage positive interaction with the families.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hartwell, Libby	Principal
Green, John	Assistant Principal
Bates, Heather	Guidance Counselor
Williams, Leroy	Dean
Bryant, Barbara	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The function and responsibility of the leadership team is to collect data, monitor progress and meet to discuss a plan of action that meets the needs of student of concern. This process is completed weekly and then referred to the student services leadership team where The RtI process begins.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

All students are monitored on our Google Doc assessment system weekly. Teachers input assessment data in the areas of fluency, reading, writing, math and science. The Leadership team monitors the progress of each student and implements the appropriate interventions, as well as the EPT monitoring system, after data chats with teachers to discuss current interventions in place. Support for additional interventions is identified by the Leadership team which enables the highest impact use of the school Resource Officer, , staff, academic coaches and volunteers.
District provided Instructional Coaches are used to support the continual use of best practices by teachers as well as providing training and support on the numerous resources to support standards-based curriculum. This provides opportunities for a variety of interventions to meet the needs of individual students.
Title 1 funds will be primarily used this year in the area of personnel. Through these funds our school receives one Title 1 Teacher Tutor and one FCIMS data Coordinator. Additional Title 1 funds will be used to support Parent Involvement activities and time for teachers to collaborate in PLCs on best practices, as well as provide supplies and equipment for implementing curriculum in the most engaging methods. Lead Title I teacher/ Assistant Principal with Principal and District Title I oversees funds. An inventory of Title I funds is maintained by Lead Title I teacher, Executive Assistant and District Title I.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Libby Hartwell	Principal
Erica Gindle	Teacher
Sharon Surrency	Business/Community
Wendy Schneider	Business/Community
Angela Wright	Education Support Employee
Mike Cassels	Teacher
Iris Gordon	Parent
Shannon Preito	Parent
Barbara Brady	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Development of this school improvement plan

SAC is involved in the support of school goals and initiatives. The SIP was developed with the input of the SAC. Several key elements of the SIP came from input from the SAC.

Preparation of the school's annual budget and plan

The SAC is informed of and has input into the school's budget at the beginning of the year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds will be used to support Professional Development and Student Experiences via field trips and guest speakers.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hartwell, Libby	Principal
Green, John	Assistant Principal
Bates, Heather	Guidance Counselor
MacCord, Amy	Teacher, K-12
Verschaeve, Annette	Teacher, K-12
Bryant, Barbara	Instructional Coach
Kinzer, James	Teacher, K-12
Ware, Michelle	Teacher, K-12
Rowland, Pam	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The school provides numerous opportunities for increase literacy within the school and community. The media center with teacher support provides programs that rewards students quarterly for making reading goals. One Book One School is in place each year with the entire school reading the same book and each grade level participating in guest speakers, activities and research that compliments the topic in the book. Books are chosen by the faculty who focus on highest student engagement. Community members and families are encouraged to read along with the schoolwide reading schedule.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's strategies to encourage positive working relationships between teachers begins with a focus on student data. Teachers collaborate with the Leadership team on areas of growth in teaching practice, student learning and relationships. These projects encourage collaboration among teachers in grade levels and teams to work toward improved practices and reflection, projects are presented to fellow staff during the year. The leadership team is available during meetings to support as well as acquire resources as requested. Common planning time is a priority in scheduling, allowing for teachers to work together to encourage continual growth. Data chats facilitated by FCIMS/ Administration are held with each individual teacher. This is also a time to use the data to plan for the next unit of instruction. Professional Development in house provides opportunities for teachers to brainstorm, collaborate, reflect and engage in action plans that will lead to student academic growth.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The goal of our school is to work closely with the district to recruit new teachers. The district provides a outreach program to meet and recruit prospective candidates through local colleges. The district also provides mentor coaches for first year teachers. The administration and mentor coach collaborate with the new teachers to guide them through the district's induction program. The administrative team also provides a support system through classroom walk-throughs and monthly meetings.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The teacher mentoring program is a district assigned service. A mentor coach is assigned to each beginning teacher and collaboratively works with the the beginning teacher and the school's administration. The district works to pair the teacher with a mentor that has similar backgrounds and specialties.The rationale for pairing is established by assigning mentors who have common expertise in the field and subject area as the new teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The School District selects core instructional programs and materials per guidelines in Florida Statues. Instructional calendars are created by the district and provided to teachers to ensure alignment to Florida Standards. Resources are suggested for areas to enhance core instructional materials by the district.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data collected on Google Docs provides an awareness of students who are falling into categories of above, on or below proficiency monitored areas of progresss. Students are compared to class averages for EPT/RTI processes. Whenever necessary test scores are analyzed to find specific benchmark the class/ student struggled with to appropriately differentiate students for reteach and reassessment. Tiers of support with more individualized and typically more frequent small group instruction is provided for students in the greatest need. Extra support is provided to students in Tier 2 and 3,during class time and with Title I services.
Students who are showing above proficiency differentiate with enrichment and opportunities to extend learning beyond the benchmarks whenever possible.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,480

The partnership with the University of Florida CROP program is a tutoring program that assists students with math and reading. The program is after school and lasts 90 minutes twice a week. The target audience is middle school students

Strategy Rationale

The students who are enrolled in the CROP tutoring need the structured afternoon tutoring in order to keep up with the coursework in their classes. This is also an opportunity for remediation in skills that may be a need for the students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Green, John, greenje@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through progress monitoring assessments for the areas of concern for each student. The tutors use the data from the assessments to direct their instruction on the needs of the student.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students from Waldo and Shell Elementary Schools are invited to tour the school at the end of their 5th grade year. Data concerning students is shared between schools. Sixth grade students will have their own academy in order to become accustomed to the rigor of Middle School.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Hawthorne Middle High School's percentage of graduates completing a college prep curriculum, earning at least level 3 on the 10th Grade FCAT in reading, and passing the Algebra I EOC or scoring above cut scores on the SAT, ACT, or PERT were below the district and state percentages. However, Hawthorne Middle High School is focused on creating a greater emphasis n college readiness. We will encourage upperclassmen to take AP and or Dual Enrollment courses to increase our percentage of graduates who have taken these courses by 10%. To achieve this goal, we will require all juniors to meet individually with the guidance counselor to discuss their post-secondary plans and to register for exams.The district has also implemented a plan to test all juniors using the ACT test.
Identified students participate in the Check and Connect program through the United Way. These students have an on-site counselor/coordinator to help them achieve the secondary and post secondary goals.
Our school is also one of the two sites in the district for the Talent Search program through Santa Fe

College. Students who participate in this program will have experiences on various college campuses through out the state as well as access to a college level counselor to assist with transitions.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

There are rigorous course offerings for student selection and post secondary preparations. Students will also have the opportunity to participate in Alachua e-School take courses offered to every student in the county.
Students are provided with on-line support in standardized testing for college acceptance. Students will also have the opportunity to dual enroll on campus or off campus. Students and parents have opportunities to explore vocational programs on and off campus sites.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students will participate in the Kaplan SAT/ACT preparation program. This program would help to increase their skillset to be able to pass the SAT/ACT, and use passing scores toward graduation requirements

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

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Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase the graduation rate to 85% for the 15-16 school year.

G2.   To increase the attendance rate to 95% Reduce the number of Discipline referrals to 480 (28%)

G3.   To increase the number of students who are at or above proficiency in math based on the FSA to 50 percent

G4.   To increase the number of students who are reading at or above proficiency to 50 percent.

G5.   65% of students will score a Level 3 on the U.S. History End of Course Exam 65% of students will score a Level 3 on the Civics End of Course Exam

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase the graduation rate to 85% for the 15-16 school year. 1a

G073533

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal 2

- Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/scaffolding Use of Webb's Depth of Knowledge Lesson Study Provide more opportunities for students to practice writing across the curriculum Text Complexity/Higher Order Questioning

- Total inclusion of ESE students beginning in 6th grade

- Fast ForWord Language Development Program

- Dually certified ESE/Gen ed teachers

Targeted Barriers to Achieving the Goal 3

- ESE students are not exposed early enough to the highest level of instruction.

- Some students do not have the outside support needed to graduate on time

Plan to Monitor Progress Toward G1. 8

Seniors will meet with admin and counselors during the first month of their senior year.
Juniors will meet with admin and counselors during January of their junior year.

Person Responsible
John Green

Schedule
On 1/29/2016

Evidence of Completion
Each junior and senior will have a detailed graduation plan

G2. To increase the attendance rate to 95% Reduce the number of Discipline referrals to 480 (28%) 1a

🔍 G073534

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0
Discipline incidents	480.0

Resources Available to Support the Goal 2

- Ongoing collaboration with all stakeholders (weekly) Use of charts and graphs to motivate students and monitor progress of student goal setting CROP (Credit Retrieval) Additional courses offered through Block Scheduling PBS strategies

Targeted Barriers to Achieving the Goal 3

- Inadequate student engagement

Plan to Monitor Progress Toward G2. 8

Hawthorne Middle High School will implement strategies to work towards increasing attendance and reducing the number of discipline referrals.

Person Responsible
Libby Hartwell

Schedule
Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Weekly attendance reports/meeting with truancy officer Weekly discipline data reports

G3. To increase the number of students who are at or above proficiency in math based on the FSA to 50 percent [1a]

🔍 G073535

Targets Supported [1b]

Indicator	Annual Target
FSA Mathematics - Achievement	50.0

Resources Available to Support the Goal [2]

- Classroom Walk-Throughs Classroom Observations Data chats and goal setting with teachers Data chats and goal setting with students AIMS progress monitoring system Education PlanningTeam Meetings Student Support Services Team Student Grades FCIM Mini-assessments Review of Data Chat Meetings at then end of each unit Double math for 6th - Alg. 1 due to Block Scheduling format

Targeted Barriers to Achieving the Goal [3]

- Lack of basic math skills and rigorous instruction

Plan to Monitor Progress Toward G3. [8]

Progress monitoring will be conducted using the analysis of student achievement data to reference and define areas in need of improvement

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Progress monitoring data, FSA test results, classroom walk-through data on engagement and rigor, and lesson plan evidence.

G4. To increase the number of students who are reading at or above proficiency to 50 percent. `1a`

G073536

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal `2`

- Fast ForWord Language program Classroom Walk-Throughs Classroom Observations Data chats and goal setting with teachers Data chats and goal setting with students DBQ's Document Based Questions Education PlanningTeam Meetings Student Support Services Team Report at biweekly Leadership Team Meeting Student Grades FCIM Mini-assessments Data chat and planning meetings after each unit of study

Targeted Barriers to Achieving the Goal `3`

- Students are currently reading below grade level.

Plan to Monitor Progress Toward G4. `8`

Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.

G5. 65% of students will score a Level 3 on the U.S. History End of Course Exam 65% of students will score a Level 3 on the Civics End of Course Exam 1a

🔍 G073537

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	65.0

Resources Available to Support the Goal 2

- Classroom WalkThroughs Classroom Observations Data chats and goal setting with teachers Teacher Appraisals Data chats and goal setting with students. AIMS progress monitoring Student Grades Mini- assessments End of Course Exams Data chats/planning sessions at the end of each unit Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily

Targeted Barriers to Achieving the Goal 3

- Student levels of academic performance

Plan to Monitor Progress Toward G5. 8

Progress monitoring will be on a continual basis using data analysis of student achievement data to reference and define areas in need of improvement and classroom walkthroughs

Person Responsible
Libby Hartwell

Schedule
Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs, lesson plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. To increase the graduation rate to 85% for the 15-16 school year. 1

🔍 G073533

G1.B1 ESE students are not exposed early enough to the highest level of instruction. 2

🔍 B192060

G1.B1.S1 ESE students will be included in General education classes beginning in 6th grade. Teachers in middle school have dual certification and are able to scaffold their instruction in order to assist these students. 4

🔍 S203506

Strategy Rationale

ESE students are not typically exposed to the rigors of gen ed until they reach 9th grade. At this point they are significantly behind their peers and more apt to drop out.

Action Step 1 5

Steps will be based on the analysis of student achievement data to reference and defined areas in need of improvement

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of data throughout the year to monitor the progress of the ESE students in the gen ed. classroom.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Progress will be monitored through analysis of student achievement data to reference and define areas in need of improvement and Classroom walk throughs.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Bi-weekly Student Support Services Team Meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Progress will be monitored for program effectiveness through use of data and classroom walk-throughs

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of data throughout the year to monitor student progress. Use of data from classroom walk-throughs Individual teacher meetings to discuss lesson planning, implementation and student progress Student Grades

G1.B2 Some students do not have the outside support needed to graduate on time 2

🔑 B192061

G1.B2.S1 Students will meet individually with counselors and administration in order to make a plan for graduation. 4

🔑 S203507

Strategy Rationale

Students are not always clear about what needs to be done and when it needs to be done in order to graduate.

Action Step 1 5

Seniors will meet with admin and counselors during the first month of their senior year.
Juniors will meet with admin and counselors during January of their junior year.

Person Responsible

John Green

Schedule

On 1/29/2016

Evidence of Completion

Each junior and senior will have a detailed graduation plan

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Seniors will meet with admin and counselors during the first month of their senior year.
Juniors will meet with admin and counselors during January of their junior year.

Person Responsible

John Green

Schedule

On 1/29/2016

Evidence of Completion

Each junior and senior will have a detailed graduation plan

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Seniors will meet with admin and counselors during the first month of their senior year.
Juniors will meet with admin and counselors during January of their junior year.

Person Responsible

John Green

Schedule

On 1/29/2016

Evidence of Completion

Each junior and senior will have a detailed graduation plan

G2. To increase the attendance rate to 95% Reduce the number of Discipline referrals to 480 (28%) 1

🔑 G073534

G2.B2 Inadequate student engagement 2

🔑 B192063

G2.B2.S1 Teachers are focusing on giving students more opportunities to make choices in the classroom and to have ownership over their own learning. 4

🔑 S203509

Strategy Rationale

Students in high poverty situations tend to have the attitude that education is something that happens "to" them, not something they can control. Giving students more ownership in their own learning will increase the relevance they feel towards being a successful learner.

Action Step 1 5

Students will be given more opportunities to make choices about their learning experience within the classroom.

Person Responsible

Libby Hartwell

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Evidence will be collected through lesson plans and weekly walk throughs.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Data collected via walk-throughs in the area of student engagement
Lesson plans will have evidence of student choice.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence of student choice.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Data collected via walk-throughs in the area of student engagement
Lesson plans will have evidence of student choice.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence of student choice.

G3. To increase the number of students who are at or above proficiency in math based on the FSA to 50 percent 1

🔑 G073535

G3.B1 Lack of basic math skills and rigorous instruction 2

🔑 B192064

G3.B1.S1 Students in grades 6-Alg 1 will have double math instruction due to block scheduling. Instructional Sequence Training via Teacher Leaders. Use effective instructional strategies (Marzano, Kagan, CRISS) Tutorial - UF College Outreach Program (CROP) Use Professional Learning Community to collaborate on rigorous instruction 4

🔑 S203510

Strategy Rationale

Increasing the amount of instructional time in the math classes will allow for increased rigor, in addition to time for remediation.

Action Step 1 5

Based on the analysis of student achievement data to reference and define areas in need of improvement

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Strategies will be monitored based on the analysis of student achievement data to reference and define areas in need of improvement, Classroom walk-throughs, progress monitoring and review of lesson plans

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Strategies will be monitored based on the analysis of student achievement data to reference and define areas in need of improvement, Classroom walk-throughs, progress monitoring and review of lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Strategies will be monitored through progress monitoring through the analysis of student achievement data referenced and classroom walkthrough data to define areas in need of improvement and program effectiveness.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Progress monitoring data, FSA test results, classroom walk-through data on engagement and rigor, and lesson plan evidence.

G4. To increase the number of students who are reading at or above proficiency to 50 percent. 1

G073536

G4.B1 Students are currently reading below grade level. 2

B192065

G4.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance. Close Reading & Comprehension Instructional Sequence Training Use of "Strategy of the Month" to highlight reading standards across all content areas. Due to Block Scheduling, students will have a Reading/LA block with the same teacher all year. Benchmark assessments and targeted instruction. Achieve 3000 for our level 1 students Fast ForWord Language development program 4

S203511

Strategy Rationale

All of these strategies are designed to target students who are struggling readers as well as building skills in our proficient readers.

Action Step 1 5

Based on the analysis of student achievement data, and reference to define areas in need of improvement. Level 1 students will engage in Achieve 3000 remediation, during school and during after school tutoring, All Middle school students and Level 1 High school students will engage in Fast ForWord Language development.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.

G5. 65% of students will score a Level 3 on the U.S. History End of Course Exam 65% of students will score a Level 3 on the Civics End of Course Exam 1

🔍 G073537

G5.B1 Student levels of academic performance 2

🔍 B192066

G5.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence Training Differentiated instruction to include all learners Fast For Word to increase reading levels 4

🔍 S203512

Strategy Rationale

Students need to increase their reading levels in order to be successful in these classes.

Action Step 1 5

Progress will be monitored after each unit and adjustments will be made to the instruction. Teachers will be following the instructional calendar created by the District Teacher Leaders.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Progress will be monitored after each unit and adjustments will be made to the instruction. Teachers will be following the instructional calendar created by the District Teacher Leaders.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs, lesson plans.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Progress will be monitored after each unit and adjustments will be made to the instruction. Teachers will be following the instructional calendar created by the District Teacher Leaders.

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs, lesson plans

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Steps will be based on the analysis of student achievement data to reference and defined areas in need of improvement	Hartwell, Libby	8/24/2015	Use of data throughout the year to monitor the progress of the ESE students in the gen ed. classroom.	6/10/2016 biweekly
G1.B2.S1.A1	Seniors will meet with admin and counselors during the first month of their senior year. Juniors will meet with admin and counselors during January of their junior year.	Green, John	9/8/2015	Each junior and senior will have a detailed graduation plan	1/29/2016 one-time
G2.B2.S1.A1	Students will be given more opportunities to make choices about their learning experience within the classroom.	Hartwell, Libby	8/24/2015	Evidence will be collected through lesson plans and weekly walk throughs.	6/10/2016 monthly
G3.B1.S1.A1	Based on the analysis of student achievement data to reference and define areas in need of improvement	Hartwell, Libby	8/24/2015	Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.	6/10/2016 biweekly
G4.B1.S1.A1	Based on the analysis of student achievement data, and reference to define areas in need of improvement. Level 1 students will engage in Achieve 3000 remediation, during school and during after school tutoring, All Middle school students and Level 1 High school students will engage in Fast ForWord Language development.	Hartwell, Libby	8/24/2015	Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.	6/10/2016 biweekly
G5.B1.S1.A1	Progress will be monitored after each unit and adjustments will be made to the instruction. Teachers will be following the instructional calendar created by the District Teacher Leaders.	Hartwell, Libby	8/24/2015	Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans	6/10/2016 biweekly
G1.MA1	Seniors will meet with admin and counselors during the first month of their senior year. Juniors will meet with	Green, John	9/8/2015	Each junior and senior will have a detailed graduation plan	1/29/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	admin and counselors during January of their junior year.				
G1.B1.S1.MA1	Progress will be monitored for program effectiveness through use of data and classroom walk-throughs	Hartwell, Libby	8/24/2015	Use of data throughout the year to monitor student progress. Use of data from classroom walk-throughs Individual teacher meetings to discuss lesson planning, implementation and student progress Student Grades	6/10/2016 biweekly
G1.B1.S1.MA1	Progress will be monitored through analysis of student achievement data to reference and define areas in need of improvement and Classroom walk throughs.	Hartwell, Libby	8/24/2015	Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Bi-weekly Student Support Services Team Meetings	6/10/2016 biweekly
G1.B2.S1.MA1	Seniors will meet with admin and counselors during the first month of their senior year. Juniors will meet with admin and counselors during January of their junior year.	Green, John	9/8/2015	Each junior and senior will have a detailed graduation plan	1/29/2016 one-time
G1.B2.S1.MA1	Seniors will meet with admin and counselors during the first month of their senior year. Juniors will meet with admin and counselors during January of their junior year.	Green, John	9/8/2015	Each junior and senior will have a detailed graduation plan	1/29/2016 one-time
G2.MA1	Hawthorne Middle High School will implement strategies to work towards increasing attendance and reducing the number of discipline referrals.	Hartwell, Libby	8/24/2015	Weekly attendance reports/meeting with truancy officer Weekly discipline data reports	6/10/2016 biweekly
G2.B2.S1.MA1	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence of student choice.	Hartwell, Libby	8/24/2015	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence of student choice.	6/10/2016 biweekly
G2.B2.S1.MA1	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence of student choice.	Hartwell, Libby	8/24/2015	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence of student choice.	6/10/2016 biweekly
G3.MA1	Progress monitoring will be conducted using the analysis of student achievement data to reference and define areas in need of improvement	Hartwell, Libby	8/24/2015	Progress monitoring data, FSA test results, classroom walk-through data on engagement and rigor, and lesson plan evidence.	6/10/2016 biweekly
G3.B1.S1.MA1	Strategies will be monitored through progress monitoring through the analysis of student achievement data referenced and classroom walkthrough data to define areas in need of improvement and program effectiveness.	Hartwell, Libby	8/24/2015	Progress monitoring data, FSA test results, classroom walk-through data on engagement and rigor, and lesson plan evidence.	6/10/2016 biweekly
G3.B1.S1.MA1	Strategies will be monitored based on the analysis of student achievement data to reference and define areas in need of improvement, Classroom walk-throughs, progress monitoring and review of lesson plans	Hartwell, Libby	8/24/2015	Strategies will be monitored based on the analysis of student achievement data to reference and define areas in need of improvement, Classroom walk-throughs, progress monitoring and review of lesson plans	6/10/2016 biweekly
G4.MA1	Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.	Hartwell, Libby	8/24/2015	Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.	6/10/2016 biweekly
G4.B1.S1.MA1	Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs.	Hartwell, Libby	8/24/2015	Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs.	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Use of data from classroom walk-throughs and lesson plans.			Use of data from classroom walk-throughs and lesson plans.	
G4.B1.S1.MA1	Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.	Hartwell, Libby	8/24/2015	Use of progress monitoring, FF, Achieve 3000 data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and lesson plans.	6/10/2016 biweekly
G5.MA1	Progress monitoring will be on a continual basis using data analysis of student achievement data to reference and define areas in need of improvement and classroom walkthroughs	Hartwell, Libby	8/24/2015	Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs, lesson plans	6/10/2016 biweekly
G5.B1.S1.MA1	Progress will be monitored after each unit and adjustments will be made to the instruction. Teachers will be following the instructional calendar created by the District Teacher Leaders.	Hartwell, Libby	8/24/2015	Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs, lesson plans	6/10/2016 biweekly
G5.B1.S1.MA1	Progress will be monitored after each unit and adjustments will be made to the instruction. Teachers will be following the instructional calendar created by the District Teacher Leaders.	Hartwell, Libby	8/24/2015	Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs, lesson plans.	6/10/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. To increase the attendance rate to 95% Reduce the number of Discipline referrals to 480 (28%)

G2.B2 Inadequate student engagement

G2.B2.S1 Teachers are focusing on giving students more opportunities to make choices in the classroom and to have ownership over their own learning.

PD Opportunity 1

Students will be given more opportunities to make choices about their learning experience within the classroom.

Facilitator

District Instructional Coaches

Participants

All faculty

Schedule

Monthly, from 8/24/2015 to 6/10/2016

G3. To increase the number of students who are at or above proficiency in math based on the FSA to 50 percent

G3.B1 Lack of basic math skills and rigorous instruction

G3.B1.S1 Students in grades 6-Alg 1 will have double math instruction due to block scheduling. Instructional Sequence Training via Teacher Leaders. Use effective instructional strategies (Marzano, Kagan, CRISS) Tutorial - UF College Outreach Program (CROP) Use Professional Learning Community to collaborate on rigorous instruction

PD Opportunity 1

Based on the analysis of student achievement data to reference and define areas in need of improvement

Facilitator

Principal, Assistant Principal, Instructional Coaches, FCIM coordinator, Teacher Leaders

Participants

All Math instructors

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

G4. To increase the number of students who are reading at or above proficiency to 50 percent.

G4.B1 Students are currently reading below grade level.

G4.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance. Close Reading & Comprehension Instructional Sequence Training Use of "Strategy of the Month" to highlight reading standards across all content areas. Due to Block Scheduling, students will have a Reading/LA block with the same teacher all year. Benchmark assessments and targeted instruction. Achieve 3000 for our level 1 students Fast ForWord Language development program

PD Opportunity 1

Based on the analysis of student achievement data, and reference to define areas in need of improvement. Level 1 students will engage in Achieve 3000 remediation, during school and during after school tutoring, All Middle school students and Level 1 High school students will engage in Fast ForWord Language development.

Facilitator

Principal, Assistant Principal,Instructional Coaches, Lead Teachers, FCIMS coordinator

Participants

ALL ELA teachers

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

G5. 65% of students will score a Level 3 on the U.S. History End of Course Exam 65% of students will score a Level 3 on the Civics End of Course Exam

G5.B1 Student levels of academic performance

G5.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence Training Differentiated instruction to include all learners Fast For Word to increase reading levels

PD Opportunity 1

Progress will be monitored after each unit and adjustments will be made to the instruction. Teachers will be following the instructional calendar created by the District Teacher Leaders.

Facilitator

Principal, Assistant Principal, Teacher Leader, FCIMS coordinator

Participants

Social Studies Department

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	**Steps will be based on the analysis of student achievement data to reference and defined areas in need of improvement**			**$0.00**
2	G1.B2.S1.A1	**Seniors will meet with admin and counselors during the first month of their senior year. Juniors will meet with admin and counselors during January of their junior year.**			**$0.00**
3	G2.B2.S1.A1	**Students will be given more opportunities to make choices about their learning experience within the classroom.**			**$0.00**
4	G3.B1.S1.A1	**Based on the analysis of student achievement data to reference and define areas in need of improvement**			**$0.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - Hawthorne Middle/High School			$0.00

5	G4.B1.S1.A1	**Based on the analysis of student achievement data, and reference to define areas in need of improvement. Level 1 students will engage in Achieve 3000 remediation, during school and during after school tutoring, All Middle school students and Level 1 High school students will engage in Fast ForWord Language development.**			**$9,500.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$9,500.00

Notes: After school tutoring, using the Achieve 3000 curriculum

6	G5.B1.S1.A1	**Progress will be monitored after each unit and adjustments will be made to the instruction. Teachers will be following the instructional calendar created by the District Teacher Leaders.**			**$200.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - Hawthorne Middle/High School	Title I Part A		$200.00

Notes: Subs for teachers for collaborative training

Total:	**$9,700.00**