Hawthorne Middle/High School

2016-17 Schoolwide Improvement Plan

Hawthorne Middle/High School

21403 SE 69TH AVE, Hawthorne, FL 32640

https://www.sbac.edu/hawthorne

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	F	

*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 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hawthorne Middle/High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Incomplete Grade - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

We are committed to the success of every student.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	5	6	6	10	8	10	48
One or more suspensions	0	0	0	0	0	0	1	5	4	2	5	6	2	25
Course failure in ELA or Math	0	0	0	0	0	0	5	1	1	6	12	7	4	36
Level 1 on statewide assessment	0	0	0	0	0	0	1	11	23	15	18	15	0	83

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	2	5	4	4	5	5	2	27

c. 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. 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.

2. 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. We will be adding an additional Open House this year since so many of our classes change at semester. This will give parents an opportunity to get to know all of their student's teachers.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hartwell, Libby	Principal
Bates, Heather	School Counselor
Bryant, Barbara	Instructional Coach
Reddick, Clay	Assistant Principal
Gindle, Erica	Dean

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Libby Hartwell	Principal
Erica Gindle	Teacher
Sharon Surrency	Business/Community
Wendy Schneider	Business/Community
Angela Wright	Education Support Employee
Heather Carroll	Education Support Employee
Aleida Scott	Teacher
Angela Moore	Parent
Mandy Alexandre	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC reviewed the SIP at the beginning of the year and again at mid-year. Climate surveys were also reviewed in order to provide suggestions for upcoming year.

b. 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.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Hartwell, Libby	Principal
Bates, Heather	School Counselor
MacCord, Amy	Teacher, K-12
Verschaeve, Annette	Teacher, K-12
Bryant, Barbara	Instructional Coach
HIcks, Ben	Teacher, K-12
Ware, Michelle	Teacher, K-12
Rowland, Pam	Instructional Media
Reddick, Clay	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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.

2. 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.

3. 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. The AP also meets weekly with new teachers to address concerns or questions that they might have.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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
Reddick, Clay, reddicce@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.

2. Student Transition and Readiness

a. 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).

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

Students from Shell Elementary School 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.

b. College and Career Readiness

1. 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 on 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.

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.

2. 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.

3. 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

4. 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.

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   If students are provided with sufficient support and rigorous instruction, then students will become proficient in all academic areas.

G2.   If students are in a supportive, nurturing, environment, then their attendance rate will increase and the level of referrals and OSS will decrease.

Strategic Goals Detail

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

G1. If students are provided with sufficient support and rigorous instruction, then students will become proficient in all academic areas. `1a`

🔍 G085106

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
Algebra I EOC Pass Rate	40.0
Bio I EOC Pass	50.0
FCAT 2.0 Science Proficiency	50.0
U.S. History EOC Pass	60.0
Civics EOC Pass	60.0

Targeted Barriers to Achieving the Goal `3`

- Instruction does not meet the levels of rigor of the FSA

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Block scheduling provides for more time on task, especially in Math 6-Algebra 1.

- Data/Planning chats with FCIMS and admin help teachers to assess and adjust the CC of their instruction

- Mindset book study and Mindset in the classroom give teachers tools to help students change their attitudes about their own learning.

Plan to Monitor Progress Toward G1. `8`

AIMS, FSA data - meeting state averages

Person Responsible
Libby Hartwell

Schedule
Quarterly, from 6/28/2016 to 6/28/2017

Evidence of Completion
AIMS, FSA data

G2. If students are in a supportive, nurturing, environment, then their attendance rate will increase and the level of referrals and OSS will decrease. `1a`

🔍 G085107

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	95.0
Discipline incidents	480.0

Targeted Barriers to Achieving the Goal `3`

- Inadequate student engagement/lack of confidence and willingness to take on the challenge of learning.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Ongoing collaboration with all stakeholders (weekly) Mindset in the Classroom strategies 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

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 8/24/2016 to 6/10/2017

Evidence of Completion

Weekly attendance reports/meeting with truancy officer Weekly discipline data reports, conferences with student services team

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. If students are provided with sufficient support and rigorous instruction, then students will become proficient in all academic areas. `1`

🔑 G085106

G1.B2 Instruction does not meet the levels of rigor of the FSA `2`

🔑 B226387

G1.B2.S1 Teachers will meet with FCIMS coordinator and Administration to assess and adjust the CC level of their instruction `4`

🔑 S238818

Strategy Rationale

Textbooks are not written at the appropriate CC level that is assessed by FSA. Teachers need to monitor and adjust this for their own classes.

Action Step 1 `5`

Teachers will meet with FCIMS coordinator and Administration to assess and adjust the CC level of their instruction

Person Responsible

Barbara Bryant

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, AIMS scores, data chat documentation

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

Data chat documentation, walk throughs, lesson plans

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 8/15/2016 to 6/28/2017

Evidence of Completion

Data Chat documentation, walk through data, lesson plans

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

Data chat documentation, walk throughs, lesson plans

Person Responsible

Libby Hartwell

Schedule

Biweekly, from 6/28/2016 to 6/28/2017

Evidence of Completion

Data chat documentation, walk throughs, lesson plans

G2. If students are in a supportive, nurturing, environment, then their attendance rate will increase and the level of referrals and OSS will decrease. 1

🔍 G085107

G2.B2 Inadequate student engagement/lack of confidence and willingness to take on the challenge of learning. 2

🔍 B226390

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

🔍 S238820

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 8/24/2016 to 6/10/2017

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 8/24/2016 to 6/10/2017

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 8/24/2016 to 6/10/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 🔑 A309315	Teachers will meet with FCIMS coordinator and Administration to assess and adjust the CC level of...	Bryant, Barbara	8/22/2016	Lesson plans, AIMS scores, data chat documentation	6/2/2017 monthly
G2.MA1 🔑 M316177	Hawthorne Middle High School will implement strategies to work towards increasing attendance and...	Hartwell, Libby	8/24/2016	Weekly attendance reports/meeting with truancy officer Weekly discipline data reports, conferences with student services team	6/10/2017 biweekly
G2.B2.S1.MA1 🔑 M316175	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence...	Hartwell, Libby	8/24/2016	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence of student choice. Growth mindset strategies	6/10/2017 biweekly
G2.B2.S1.MA1 🔑 M316176	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence...	Hartwell, Libby	8/24/2016	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence of student choice.	6/10/2017 biweekly
G2.B2.S1.A1 🔑 A309317	Students will be given more opportunities to make choices about their learning experience within...	Hartwell, Libby	8/24/2016	Evidence will be collected through lesson plans and weekly walk throughs.	6/10/2017 monthly
G1.MA1 🔑 M316172	AIMS, FSA data - meeting state averages	Hartwell, Libby	6/28/2016	AIMS, FSA data	6/28/2017 quarterly
G1.B2.S1.MA1 🔑 M316170	Data chat documentation, walk throughs, lesson plans	Hartwell, Libby	6/28/2016	Data chat documentation, walk throughs, lesson plans	6/28/2017 biweekly
G1.B2.S1.MA1 🔑 M316171	Data chat documentation, walk throughs, lesson plans	Hartwell, Libby	8/15/2016	Data Chat documentation, walk through data, lesson plans	6/28/2017 biweekly

V. Professional Development Opportunities

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

G2. If students are in a supportive, nurturing, environment, then their attendance rate will increase and the level of referrals and OSS will decrease.

G2.B2 Inadequate student engagement/lack of confidence and willingness to take on the challenge of learning.

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, FCIMS coordinator and administration

Participants

All faculty

Schedule

Monthly, from 8/24/2016 to 6/10/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers will meet with FCIMS coordinator and Administration to assess and adjust the CC level of their instruction				$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	0201 - Hawthorne Middle/High School	Title I, Part A		$9,500.00
			Notes: This will pay for afterschool tutoring.			
2	G2.B2.S1.A1	Students will be given more opportunities to make choices about their learning experience within the classroom.				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	0201 - Hawthorne Middle/High School	School Improvement Funds		$300.00
			Notes: Supplies for our mentoring program			
					Total:	$9,800.00