

Alachua County Public Schools

Hawthorne Middle/High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	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	45%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	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 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Hawthorne Middle/High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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.

Building strong positive relationships with students and learning student cultures are very important for the school. 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.

Student safety and security is the highest priority each day so that students can learn without fear. 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.

Hawthorne Middle High School has adopted a School wide Positive Behavioral System (SwPBS). 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance Improvement Plan
Preventing Absenteeism

- A senior member of staff will be designated as the lead on attendance issues and supported by the school based attendance officer.
- School will communicate the attendance policy to parents in multiple ways such as newsletters, written communication at the time of enrollment, and during open house.
- Classroom teachers will encourage punctuality and attendance and will communicate with the designated lead concerning students with attendance difficulties.

Addressing Absenteeism

Notifying parents on the first day a student is absent is the most effective initiative in reducing the length of an absence improving rates of attendance. Parents receive the message that the school is concerned and that the school will respond to cases of unauthorized absence. The process for notification will include:

- The attendance office will be given a list in the morning of all students not in attendance at school.
- Students who are tardy to school will not be included on the list.
- Reasons for absences will be recorded if known.
- The attendance officer will contact parents of any student not in attendance and will document the reason given for the absence.
- The attendance officer will document if the parent is not reached and if a message is left on the phone.
- A copy of the list will be given to the administration and a decision will be made whether contact will be made by a visit.

School attendance will be monitored and individual interventions designed for students with chronic absenteeism. Interventions could include referral to a School Attendance Review Board which could be held at the school site.

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.

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	7	7	6	7	8	15	4	54
One or more suspensions	0	0	0	0	0	0	1	10	6	8	8	12	3	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	2	5	1	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	15	22	20	21	29	25	11	143

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	10	14	14	19	21	20	5	103

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 SARB or turning to State's Attorney Office.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

A. Community/School Meeting - Will be held on 08/07/2017 from 6:00 - 8:30 to talk about building positive relationships between all stakeholders including parents, students, teachers, administration, business partners and other community agencies. Expectations and school goals will be shared. The school will also charter a PTA Organization to work with parents, teachers and students.

Parent and Community Support - Hawthorne Middle/High School has seen a tremendous surge in volunteers from the community. This includes parents and community members who are volunteering to mentor all lowest quartile students. Community groups are sponsoring college visits for high school students so that each student will visit one or more colleges during the 17-18 school year at no cost.

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.

The school has worked to build positive relationships with the local community which includes business, city agencies, government, churches, and organizations to support student achievement. Help was solicited through the Community/School meeting and local media. School officials also attended business community events and church sponsored events to receive support, donations, and other resources for the school.

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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Ferguson, Daniel	Principal
Williamson, Elizabeth	Assistant Principal
Hicks, Ben	Teacher, K-12
Bates, Heather	School Counselor
Rowland, Pam	Instructional Media
Kozlowski, Phil	Dean
Beverly, Judy	Instructional Coach

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 guide instruction, 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 Instructional Support Team (IST).

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, 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Daniel Ferguson	Principal
Phil Kozlowski	Teacher
Sharon Surrency	Business/Community
Wendy Schneider	Business/Community
Angela Wright	Education Support Employee
Heather Carroll	Education Support Employee
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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC will review the SIP at the beginning of the year and again at mid-year. Climate surveys will 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, guest speakers, and academic programs. Monies were spent to pay for transportation to local colleges to preview them for high school students. Funding was also applied to pay registration for Scripps Spelling Bee to allow students to compete in academic competition. Additionally, funds were spent on academic planners to help keep students organized.

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
Ferguson, Daniel	Principal
Bates, Heather	School Counselor
Verschaeve, Annette	Teacher, K-12
Hicks, Ben	Teacher, K-12
Ware, Michelle	Teacher, K-12
Rowland, Pam	Instructional Media
Williamson, Elizabeth	Assistant Principal
Beverly, Judy	Instructional Coach

b. Duties

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

The LLT will meet once a month to promote literacy within the school and at home. A Reading/Literacy Coach was added to 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. Opportunities for community mentors to read with students will be facilitated throughout the year. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers have been given common planning times to foster collaboration and planning to improve instruction.

The school's strategies to encourage positive working relationships between teachers begins with a focus on student data. Teachers collaborate with team members on areas of best practices, 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 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.

Highly effective or effective teachers were hired to the school. Ineffective teachers were removed by the district. Incentive pay is offered to teachers. Professional development for MTSS, data analysis, and standard-based instruction will be provided to improve student understanding of standards. Common planning will help assure effective time for PLCs, collaboration, and sharing of best practices. A positive school culture will be promoted.

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. Administration 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 schools instructional teams will meet to align mini-lessons to Florida Standards. The School District selects core instructional programs and materials per guidelines in Florida Statutes. 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.

School Administrators will ensure adherence to the pacing guides and monitor the alignment of instruction to the Standards via walk-throughs and data chats. Progress monitoring data will be used during collaborative team planning to differentiate for remediation and enrichment.

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 progress. 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 with supplemental curriculum materials and/or after school tutoring.

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: 9,360

The school will offer after school tutoring in Math, Reading, Science and Social Studies for one hour three days out of the week.

Strategy Rationale

The students in need of tutoring or required to attend 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

Williamson, Elizabeth , williaea@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. This academy experience allows sixth graders to be in a location and share teachers who can monitor them as a group without being in the midst of high school students. The sixth grade team explicitly teaches the expectations of middle school and builds a strong sense of team and belonging to the school.

Seniors are given experiences to facilitate post secondary opportunities. They will see guest speakers and visit colleges and universities. They meet regularly with school staff to monitor their progress towards graduation and to assist in their plans for post secondary learning.

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 is focused on creating a greater emphasis on college readiness. We will encourage upperclassmen to take Dual Enrollment and Acceleration courses that led to an industry certification. 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 to take an expanded course offering. This extends the opportunity to enroll in AP courses that are not offered on campus.

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 Prepworks 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 is focused on creating a greater emphasis on college readiness. We will encourage upperclassmen to take Dual Enrollment and Acceleration courses that led to an industry certification. 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To improve academic achievement on state assessments.
- G2.** To improve the school's attendance rate.
- G3.** To Improve parent involvement.

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. To improve academic achievement on state assessments. 1a

G098442

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Algebra I EOC Pass Rate	70.0
Bio I EOC Pass	50.0
FCAT 2.0 Science Proficiency	50.0
U.S. History EOC Pass	70.0
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Students lack sufficient foundational skills in academic areas
- Instruction does not aligned to the FSA and complexity of the FSA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended instructional times.
- Data/Planning chats with admin help teachers to assess and adjust the cognitive complexity of their instruction
- Mini lesson and Mini Assessments to track progress and provide practice for standard mastery.

Plan to Monitor Progress Toward G1. 8

Mini Assessments, AIMS, FSA data

Person Responsible

Elizabeth Williamson

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Mini assessment, AIMS, FSA data

G2. To improve the school's attendance rate. 1a

G098443

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0
Discipline incidents	470.0

Targeted Barriers to Achieving the Goal 3

- Some student have a strong history of poor attendance.
- Inadequate student engagement/lack of academic confidence

Resources Available to Help Reduce or Eliminate the Barriers 2

- New Attendance Officer on campus Early Warning System Ongoing collaboration with parents and students Rewards and Incentives for attendance 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 such as PBS and attendance rewards

Person Responsible

Phil Kozlowski

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G3. To Improve parent involvement. 1a

 G098444

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	50.0

Targeted Barriers to Achieving the Goal 3

- Parents have limited skill sets, time, and resources, to effectively assist students at home with homework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Workshops and Training through Parent Academy
- Community Agencies and Churches
- System of Care

Plan to Monitor Progress Toward G3. 8

Review sign in sheets/attendance rosters from Saturday School. Track number of different parents involved.

Person Responsible

Elizabeth Williamson

Schedule

Biweekly, from 11/4/2017 to 5/5/2018

Evidence of Completion

Sign in sheets, attendance

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

 = Problem Solving Step  S123456 = Quick Key

G1. To improve academic achievement on state assessments. 1

 G098442

G1.B1 Students lack sufficient foundational skills in academic areas 2

 B264837

G1.B1.S1 Ensure that students have highly effective and effective teachers 4

 S280692

Strategy Rationale

Highly effective teachers are needed for low performing students improve.

Action Step 1 5

The Principal will hire highly effective and effective teachers to replace ineffective teachers.

Person Responsible

Daniel Ferguson

Schedule

Annually, from 7/20/2017 to 9/28/2017

Evidence of Completion

Human Resource Records

Action Step 2 5

Provide recruitment and retention incentives to attract and keep highly qualified teachers.

Person Responsible

Daniel Ferguson

Schedule

Annually, from 7/20/2017 to 6/29/2018

Evidence of Completion

Incentive packages and contract language

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

Ensure that students have highly effective and effective teachers

Person Responsible

Elizabeth Williamson

Schedule

Annually, from 8/7/2017 to 6/25/2018

Evidence of Completion

Master schedule

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

Administration will ensure that teachers are highly qualified

Person Responsible

Daniel Ferguson


Schedule

Annually, from 8/7/2017 to 6/1/2018

Evidence of Completion

Human resource records

G1.B1.S2 Utilize Instructional Coaches to work with teachers to analysis; modeling best practices; collaborate during common planning; developing mini assessments to measure standards; providing frequent walkthroughs and progress monitoring 4

 S280693

Strategy Rationale

Weekly standard practice will lead to standards mastery

Action Step 1 5

Admin will facilitate common planning and encourage collaboration.

Person Responsible

Elizabeth Williamson

Schedule

Daily, from 8/7/2017 to 6/1/2018

Evidence of Completion

Master Schedule, team meetings, and data chats

Action Step 2 5

Hire an FCIM Instructional Coach/Intervention Teacher

Person Responsible

Daniel Ferguson

Schedule

On 6/5/2018

Evidence of Completion

Personnel records, teacher schedule, student progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Ensure Common planning for teams and content area teachers.

Person Responsible

Elizabeth Williamson

Schedule

Annually, from 8/7/2017 to 6/1/2018

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Conduct weekly instructional support meetings and monitor progress

Person Responsible

Elizabeth Williamson


Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Planning calander and meeting records

G1.B1.S3 Increase instructional time in core assessed courses. 4

 S280694

Strategy Rationale

Students need additional instructional time to move to proficiency.

Action Step 1 5

Teachers will implement Saturday Standards Boot Camp.

Person Responsible

Elizabeth Williamson

Schedule

Biweekly, from 11/4/2017 to 4/28/2018

Evidence of Completion

Teacher Lesson Plans, Student Sign in Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review student and teacher participation.

Person Responsible

Daniel Ferguson

Schedule

On 4/28/2018

Evidence of Completion

Teacher and Student Sign in Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review the progress monitoring data of the students who attended Saturday Standards Boot Camp.

Person Responsible

Elizabeth Williamson


Schedule

Monthly, from 11/4/2017 to 4/28/2018

Evidence of Completion

District progress monitoring assessment reports

G1.B1.S4 Daily and weekly progress monitoring to ensure standard mastery 4

 S280695

Strategy Rationale

Progress monitoring is important to determine progress.

Action Step 1 5

Progress monitoring will occur in the classroom and during team meetings

Person Responsible

Daniel Ferguson

Schedule

On 6/1/2018

Evidence of Completion

Data reports

G1.B2 Instruction does not align to the FSA and complexity of the FSA. **2**

 B264838

G1.B2.S1 Teachers will meet with team to align lessons to Florida standards and use test item specs to align cognitive complexity. **4**

 S280697

Strategy Rationale

Textbooks are not written at the appropriate cognitive complexity 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 team to align lessons to Florida standards and use test item specs to teach appropriate cognitive complexity.

Person Responsible

Elizabeth Williamson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, Mini Assessments, 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

Daniel Ferguson

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

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

Elizabeth Williamson


Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Data chat documentation, walk throughs, lesson plans

G1.B2.S2 Increase academic proficiency through proven standards-based instructional program and aligned interventions that targeted and meet student needs. 4

 S280698

Strategy Rationale

Action Step 1 5

Provide researched-based proven programs that align to assessed state standards.

Person Responsible

Daniel Ferguson

Schedule

Annually, from 8/7/2017 to 6/1/2018

Evidence of Completion

Receipt of purchased programs, reports, lesson plans

G2. To improve the school's attendance rate. 1

G098443

G2.B1 Some student have a strong history of poor attendance. 2

B264839

G2.B1.S1 Offer additional courses that are rigorous and high interest for students Emphasize parental involvement Establish and maintain mentor programs Offer Industry Certification courses Additional classes for remediation or enrichment available through block scheduling. Implementation of ACT/SAT Preparation online course on campus Check & Connect Program for 9th graders to prevent students from dropping out of school School-wide Check & Connect Advocate Clusters by grade levels Reading, Math, Science Coaches on site for teacher and student support (student pull- outs in small groups) 4

S280699

Strategy Rationale

Action Step 1 5

Hawthorne Middle High School will implement strategies to work toward reducing the drop out rate, reduce suspensions and increase attendance.

Person Responsible

Daniel Ferguson

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Use data from Skyward to monitor suspension rates and promote programs which actively engage students to improve skills. Make use of internal and external resources to mentor at risk students. Data will then be collected and used to look for student success and needed improvement.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Hawthorne Middle High School will monitor strategies implemented to work toward reducing the drop out rate, reduce suspensions and increase attendance.

Person Responsible

Phil Kozlowski

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Monitor student attendance Discuss student attendance at Student Support Services and Leadership Team meetings weekly Weekly Attendance Reports Home Visits Parent Conferences Create a positive school climate for students, staff and parents

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Hawthorne Middle High School will implement strategies to work toward reducing the drop out rate, reduce suspensions and increase attendance.

Person Responsible

Elizabeth Williamson


Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monitor student attendance Discuss student attendance at Student Support Services and Leadership Team meetings weekly Weekly Attendance Reports Home Visits Parent Conferences Create a positive school climate for students, staff and parents

G2.B2 Inadequate student engagement/lack of academic confidence 2

 B264840

G2.B2.S1 Teachers will engage students with high interest instruction and positive motivation while celebrating incremental achievements. 4

 S280700

Strategy Rationale

Struggling learners need instruction that is engaging at the same time challenging. These students perform better when immediate feedback and reward is given.

Action Step 1 5

Faculty will be trained on providing highly effective engaging instruction with differentiated instruction.

Person Responsible

Daniel Ferguson

Schedule

Monthly, from 9/4/2017 to 6/1/2018

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

Elizabeth Williamson

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

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

Attendance data will be reviewed daily.

Person Responsible

Daniel Ferguson

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data collected via walk-throughs and lesson plans.

G3. To Improve parent involvement. 1

G098444

G3.B1 Parents have limited skill sets, time, and resources, to effectively assist students at home with homework. 2

B264841

G3.B1.S3 Offer Saturday School through community churches. 4

S280703

Strategy Rationale

Offer extended learning opportunities for struggling students while engaging community members in school improvement efforts

Action Step 1 5

Offer Saturday School Supported by Local Community Church members

Person Responsible

Elizabeth Williamson

Schedule

Biweekly, from 11/4/2017 to 4/28/2018

Evidence of Completion

Sign in sheets, lesson artifacts

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Collect sign in sheets and student work

Person Responsible

Elizabeth Williamson

Schedule

Biweekly, from 11/4/2017 to 4/28/2018

Evidence of Completion

Sign in sheets and student work

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Stakeholders will participate in this new initiative, thereby increasing parent involvement.

Person Responsible

Elizabeth Williamson

Schedule

Biweekly, from 11/4/2017 to 4/28/2018












Evidence of Completion

listing of all involved parents

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A378418	The Principal will hire highly effective and effective teachers to replace ineffective teachers.	Ferguson, Daniel	7/20/2017	Human Resource Records	9/28/2017 annually
G1.B1.S3.MA1 M410040	Review the progress monitoring data of the students who attended Saturday Standards Boot Camp.	Williamson, Elizabeth	11/4/2017	District progress monitoring assessment reports	4/28/2018 monthly
G1.B1.S3.MA1 M410041	Review student and teacher participation.	Ferguson, Daniel	11/4/2017	Teacher and Student Sign in Sheets	4/28/2018 one-time
G1.B1.S3.A1 A378422	Teachers will implement Saturday Standards Boot Camp.	Williamson, Elizabeth	11/4/2017	Teacher Lesson Plans, Student Sign in Sheets	4/28/2018 biweekly
G3.B1.S3.MA1 M410050	Stakeholders will participate in this new initiative, thereby increasing parent involvement.	Williamson, Elizabeth	11/4/2017	listing of all involved parents	4/28/2018 biweekly
G3.B1.S3.MA1 M410051	Collect sign in sheets and student work	Williamson, Elizabeth	11/4/2017	Sign in sheets and student work	4/28/2018 biweekly
G3.B1.S3.A1 A378428	Offer Saturday School Supported by Local Community Church members	Williamson, Elizabeth	11/4/2017	Sign in sheets, lesson artifacts	4/28/2018 biweekly
G3.MA1 M410052	Review sign in sheets/attendance rosters from Saturday School. Track number of different parents...	Williamson, Elizabeth	11/4/2017	Sign in sheets, attendance	5/5/2018 biweekly
G1.MA1 M410044	Mini Assessments, AIMS, FSA data	Williamson, Elizabeth	8/28/2017	Mini assessment, AIMS, FSA data	6/1/2018 biweekly
G2.MA1 M410049	Hawthorne Middle High School will implement strategies to work towards increasing attendance and...	Kozlowski, Phil	8/14/2017	Weekly attendance reports/meeting with Attendance officer Weekly discipline data reports, conferences with student services team	6/1/2018 daily
G1.B1.S1.MA1 M410036	Administration will ensure that teachers are highly qualified	Ferguson, Daniel	8/7/2017	Human resource records	6/1/2018 annually
G1.B2.S1.MA1 M410042	Data chat documentation, walk throughs, lesson plans	Williamson, Elizabeth	8/21/2017	Data chat documentation, walk throughs, lesson plans	6/1/2018 biweekly
G1.B2.S1.MA1 M410043	Data chat documentation, walk throughs, lesson plans	Ferguson, Daniel	8/14/2017	Data Chat documentation, walk through data, lesson plans	6/1/2018 biweekly
G1.B2.S1.A1 A378424	Teachers will meet with team to align lessons to Florida standards and use test item specs to teach...	Williamson, Elizabeth	8/14/2017	Lesson plans, Mini Assessments, AIMS scores, data chat documentation	6/1/2018 monthly
G2.B1.S1.MA1 M410045	Hawthorne Middle High School will implement strategies to work toward reducing the drop out rate,...	Williamson, Elizabeth	8/14/2017	Monitor student attendance Discuss student attendance at Student Support Services and Leadership Team meetings weekly Weekly Attendance Reports Home Visits Parent Conferences Create a positive school climate for students, staff and parents	6/1/2018 biweekly
G2.B1.S1.MA1 M410046	Hawthorne Middle High School will monitor strategies implemented to work toward reducing the drop...	Kozlowski, Phil	8/7/2017	Monitor student attendance Discuss student attendance at Student Support Services and Leadership Team meetings weekly Weekly Attendance Reports Home Visits Parent Conferences Create a positive school climate for students, staff and parents	6/1/2018 biweekly
G2.B1.S1.A1 A378426	Hawthorne Middle High School will implement strategies to work toward reducing the drop out rate,...	Ferguson, Daniel	8/21/2017	Use data from Skyward to monitor suspension rates and promote programs which actively engage students to improve skills. Make use of	6/1/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				internal and external resources to mentor at risk students. Data will then be collected and used to look for student success and needed improvement.	
G2.B2.S1.MA1  M410047	Attendance data will be reviewed daily.	Ferguson, Daniel	8/14/2017	Data collected via walk-throughs and lesson plans.	6/1/2018 biweekly
G2.B2.S1.MA1  M410048	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence...	Williamson, Elizabeth	8/21/2017	Data collected via walk-throughs in the area of student engagement Lesson plans will have evidence of student choice.	6/1/2018 biweekly
G2.B2.S1.A1  A378427	Faculty will be trained on providing highly effective engaging instruction with differentiated...	Ferguson, Daniel	9/4/2017	Evidence will be collected through lesson plans and weekly walk throughs.	6/1/2018 monthly
G1.B1.S2.MA1  M410038	Conduct weekly instructional support meetings and monitor progress	Williamson, Elizabeth	8/7/2017	Planning calander and meeting records	6/1/2018 weekly
G1.B1.S2.MA1  M410039	Ensure Common planning for teams and content area teachers.	Williamson, Elizabeth	8/7/2017	Master Schedule	6/1/2018 annually
G1.B1.S2.A1  A378420	Admin will facilitate common planning and encourage collaboration.	Williamson, Elizabeth	8/7/2017	Master Schedule, team meetings, and data chats	6/1/2018 daily
G1.B2.S2.A1  A378425	Provide researched-based proven programs that align to assessed state standards.	Ferguson, Daniel	8/7/2017	Recipt of purchased programs, reports, lesson plans	6/1/2018 annually
G1.B1.S4.A1  A378423	Progress monitoring will occur in the classroom and during team meetings	Ferguson, Daniel	8/21/2017	Data reports	6/1/2018 one-time
G1.B1.S2.A2  A378421	Hire an FCIM Instructional Coach/ Intervention Teacher	Ferguson, Daniel	11/1/2017	Personnel records, teacher schedule, student progress monitoring data	6/5/2018 one-time
G1.B1.S1.MA1  M410037	Ensure that students have highly effective and effective teachers	Williamson, Elizabeth	8/7/2017	Master schedule	6/25/2018 annually
G1.B1.S1.A2  A378419	Provide recruitment and retention incentives to attract and keep highly qualified teachers.	Ferguson, Daniel	7/20/2017	Incentive packages and contract language	6/29/2018 annually

V. Professional Development Opportunities

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

G1. To improve academic achievement on state assessments.

G1.B1 Students lack sufficient foundational skills in academic areas

G1.B1.S4 Daily and weekly progress monitoring to ensure standard mastery

PD Opportunity 1

Progress monitoring will occur in the classroom and during team meetings

Facilitator

Administration, Instructional Coaches, and Team Leaders

Participants

Administration, Instructional Coaches, Team Leaders and Teachers

Schedule

On 6/1/2018

G1.B2 Instruction does not aligned to the FSA and complexity of the FSA.

G1.B2.S2 Increase academic proficiency through proven standards-based instructional program and aligned interventions that targeted and meet student needs.

PD Opportunity 1

Provide researched-based proven programs that align to assessed state standards.

Facilitator

Program Trainers and Admin

Participants

Teachers, Coaches and Administration

Schedule

Annually, from 8/7/2017 to 6/1/2018

G2. To improve the school's attendance rate.

G2.B2 Inadequate student engagement/lack of academic confidence

G2.B2.S1 Teachers will engage students with high interest instruction and positive motivation while celebrating incremental achievements.

PD Opportunity 1

Faculty will be trained on providing highly effective engaging instruction with differentiated instruction.

Facilitator

District Instructional Coaches, FCIMS coordinator and administration

Participants

All faculty

Schedule

Monthly, from 9/4/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Principal will hire highly effective and effective teachers to replace ineffective teachers.				\$0.00
2	G1.B1.S1.A2	Provide recruitment and retention incentives to attract and keep highly qualified teachers.				\$0.00
3	G1.B1.S2.A1	Admin will facilitate common planning and encourage collaboration.				\$11,969.71
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0201 - Hawthorne Middle/High School	UniSIG		\$10,312.50
			Notes: 25 teachers @ 27.5 hours at stipend rate			
	6300	210-Retirement	0201 - Hawthorne Middle/High School	UniSIG		\$815.72
			Notes: Retirement @ 7.91%			
	6300	220-Social Security	0201 - Hawthorne Middle/High School	UniSIG		\$788.90
			Notes: Social Security @ 7.65			
	6300	290-Other Employee Benefits	0201 - Hawthorne Middle/High School	UniSIG		\$52.59
			Notes: Early Retirement @ 0.51%			
4	G1.B1.S2.A2	Hire an FCIM Instructional Coach/Intervention Teacher				\$67,560.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	100-Salaries	0201 - Hawthorne Middle/High School	UniSIG		\$50,000.00
	6300	210-Retirement	0201 - Hawthorne Middle/High School	UniSIG		\$3,955.00
	6300	220-Social Security	0201 - Hawthorne Middle/High School	UniSIG		\$3,525.00
	6300	230-Group Insurance	0201 - Hawthorne Middle/High School	UniSIG		\$6,000.00
	6300	290-Other Employee Benefits	0201 - Hawthorne Middle/High School	UniSIG		\$255.00
	5100	510-Supplies	0201 - Hawthorne Middle/High School	UniSIG		\$3,825.00
			Notes: Paper, pencils, pens, markers, notebooks, folders, highlighters, Post-It notes, journals			
5	G1.B1.S3.A1	Teachers will implement Saturday Standards Boot Camp.				\$15,722.19

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0201 - Hawthorne Middle/High School	UniSIG		\$10,250.00
<i>Notes: 25 teachers @ 20.5 hours @ hourly stipend rate</i>						
	6300	210-Retirement	0201 - Hawthorne Middle/High School	UniSIG		\$810.78
<i>Notes: Retirement @ 7.91%</i>						
	6300	220-Social Security	0201 - Hawthorne Middle/High School	UniSIG		\$784.13
<i>Notes: Social Security @ 7.65%</i>						
	6300	290-Other Employee Benefits	0201 - Hawthorne Middle/High School	UniSIG		\$52.28
<i>Notes: Early Retirement @ 0.51%</i>						
	5100	510-Supplies	0201 - Hawthorne Middle/High School	UniSIG		\$3,825.00
<i>Notes: Paper, pencils, pens, markers, notebooks, folders, highlighters, Post-It notes, journals</i>						
6	G1.B1.S4.A1	Progress monitoring will occur in the classroom and during team meetings				\$0.00
7	G1.B2.S1.A1	Teachers will meet with team to align lessons to Florida standards and use test item specs to teach appropriate cognitive complexity.				\$21,369.71
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	0201 - Hawthorne Middle/High School	UniSIG		\$9,400.00
<i>Notes: USA Test Prep</i>						
	6300	120-Classroom Teachers	0201 - Hawthorne Middle/High School	UniSIG		\$10,312.50
<i>Notes: 25 teachers @ 27.5 hours at stipend rate</i>						
	6300	210-Retirement	0201 - Hawthorne Middle/High School	UniSIG		\$815.72
<i>Notes: Retirement at 7.91%</i>						
	6300	220-Social Security	0201 - Hawthorne Middle/High School	UniSIG		\$788.90
<i>Notes: Social Security at 7.65%</i>						
	6300	290-Other Employee Benefits	0201 - Hawthorne Middle/High School	UniSIG		\$52.59
<i>Notes: Early Retirement @ 0.51</i>						
8	G1.B2.S2.A1	Provide researched-based proven programs that align to assessed state standards.				\$13,955.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5100	520-Textbooks	0201 - Hawthorne Middle/ High School			\$6,245.00
			Notes: High Interest Readers, Gateway to US History workbooks			
			0201 - Hawthorne Middle/ High School	Other		\$7,710.00
			Notes: District Funds			
9	G2.B1.S1.A1	Hawthorne Middle High School will implement strategies to work toward reducing the drop out rate, reduce suspensions and increase attendance.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	0201 - Hawthorne Middle/ High School	General Fund		\$300.00
			Notes: Attendance Rewards			
10	G2.B2.S1.A1	Faculty will be trained on providing highly effective engaging instruction with differentiated instruction.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	0201 - Hawthorne Middle/ High School	School Improvement Funds		\$300.00
			Notes: Supplies for our mentoring program			
11	G3.B1.S3.A1	Offer Saturday School Supported by Local Community Church members				\$0.00
Total:						\$131,176.61