

Alachua County Public Schools

# Hawthorne Middle/High School



## 2019-20 Schoolwide Improvement Plan

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## Hawthorne Middle/High School

21403 SE 69TH AVE, Hawthorne, FL 32640

<https://www.sbac.edu/hawthorne>

### Demographics

**Principal: John Green**

Start Date for this Principal: 7/19/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (52%) 2016-17: D (37%) 2015-16: D (37%) 2014-15: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Alachua County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Hawthorne Middle/High School

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<https://www.sbac.edu/hawthorne>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	50%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

We are committed to the success of every student.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Ferguson, Daniel	Principal	Instructional leader of the school.
Beverly, Judy	Instructional Coach	
Hicks, Ben	Teacher, K-12	
Verschaeve, Annette	Teacher, K-12	
White, India	Teacher, K-12	
Kozlowski, Phil	Dean	
McLeod, Lisa	Assistant Principal	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	73	61	54	48	54	39	39	368	
Attendance below 90 percent	0	0	0	0	0	0	17	9	11	7	15	14	10	83	
One or more suspensions	0	0	0	0	0	0	2	7	4	7	9	6	2	37	
Course failure in ELA or Math	0	0	0	0	0	0	1	4	2	0	1	1	1	10	
Level 1 on statewide assessment	0	0	0	0	0	0	27	28	20	13	29	22	21	160	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	11	9	7	5	14	13	8	67

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	2	2	1	2	0	0	7

**FTE units allocated to school (total number of teacher units)**

18

**Date this data was collected or last updated**

Tuesday 9/24/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
Students with two or more indicators															

**Prior Year - Updated****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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

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

**Part II: Needs Assessment/Analysis**



**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	59%	56%	18%	57%	53%
ELA Learning Gains	38%	52%	51%	35%	54%	49%
ELA Lowest 25th Percentile	36%	39%	42%	43%	42%	41%
Math Achievement	42%	54%	51%	25%	47%	49%
Math Learning Gains	44%	54%	48%	39%	41%	44%
Math Lowest 25th Percentile	33%	48%	45%	51%	32%	39%
Science Achievement	39%	68%	68%	22%	65%	65%
Social Studies Achievement	64%	75%	73%	56%	74%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	73 (0)	61 (0)	54 (0)	48 (0)	54 (0)	39 (0)	39 (0)	368 (0)
Attendance below 90 percent	17 ( )	9 ( )	11 ( )	7 ( )	15 ( )	14 ( )	10 ( )	83 (0)
One or more suspensions	2 (0)	7 (0)	4 (0)	7 (0)	9 (0)	6 (0)	2 (0)	37 (0)
Course failure in ELA or Math	1 (0)	4 (0)	2 (0)	0 (0)	1 (0)	1 (0)	1 (0)	10 (0)
Level 1 on statewide assessment	27 (0)	28 (0)	20 (0)	13 (0)	29 (0)	22 (0)	21 (0)	160 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	21%	53%	-32%	54%	-33%
	2018	55%	55%	0%	52%	3%
Same Grade Comparison		-34%				
Cohort Comparison						
07	2019	45%	54%	-9%	52%	-7%
	2018	19%	55%	-36%	51%	-32%
Same Grade Comparison		26%				
Cohort Comparison		-10%				
08	2019	42%	61%	-19%	56%	-14%
	2018	47%	61%	-14%	58%	-11%
Same Grade Comparison		-5%				
Cohort Comparison		23%				
09	2019	51%	60%	-9%	55%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	30%	58%	-28%	53%	-23%
Same Grade Comparison		21%				
Cohort Comparison		4%				
10	2019	33%	55%	-22%	53%	-20%
	2018	50%	60%	-10%	53%	-3%
Same Grade Comparison		-17%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	35%	52%	-17%	55%	-20%
	2018	88%	53%	35%	52%	36%
Same Grade Comparison		-53%				
Cohort Comparison						
07	2019	49%	59%	-10%	54%	-5%
	2018	20%	58%	-38%	54%	-34%
Same Grade Comparison		29%				
Cohort Comparison		-39%				
08	2019	42%	27%	15%	46%	-4%
	2018	50%	24%	26%	45%	5%
Same Grade Comparison		-8%				
Cohort Comparison		22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	38%	54%	-16%	48%	-10%
	2018	26%	53%	-27%	50%	-24%
Same Grade Comparison		12%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	66%	-23%	67%	-24%
2018	57%	68%	-11%	65%	-8%
Compare		-14%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	69%	-14%	71%	-16%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	69%	-10%	71%	-12%
Compare		-4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	71%	3%	70%	4%
2018	43%	71%	-28%	68%	-25%
Compare		31%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	56%	-29%	61%	-34%
2018	59%	60%	-1%	62%	-3%
Compare		-32%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	48%	-18%	57%	-27%
2018	83%	63%	20%	56%	27%
Compare		-53%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	46	45	17	32	25	38	41			
BLK	33	42	40	26	31	27	40	47		100	20
HSP	45			60							
MUL	60	70		55							
WHT	43	29	29	52	55	42	36	72		93	44
FRL	36	34	31	36	38	22	38	61		89	24
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	50	44	22	29		21	42			
BLK	27	48	50	23	52	54	18	39		65	27
HSP	31	54									
MUL	60	70									
WHT	50	66	55	48	56		45	62	50	89	47
FRL	42	60	53	34	51	53	37	55	69	73	32

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	38	36	8	47	65	5	50		54	
BLK	18	25	25	20	31	33	12	40		86	8
HSP	25	42		15	33						
WHT	17	39	50	27	43	62	32	63		53	
FRL	19	35	43	23	38	44	20	54	29	77	6

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Science had the lowest performance. Although performance improved, science continues to be a needs improvement for the school.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Geometry had the greatest decline from prior year. Greater support is needed.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

6th grade ELA had the greatest gap compared to the state average. New teacher hire played a factor.

**Which data component showed the most improvement? What new actions did your school take in this area?**

US History showed the most improvement. Collaborative structures and multi-response systems utilized.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

ELA is an area of concern.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. ELA
2. Science
3. Math
4. Civics
5. Biology

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Student Achievement in Reading & Writing
<b>Rationale</b>	Implement AVID strategies and other best instructional practices to ensure improved academic achievement and close the achievement gap.
<b>State the measurable outcome the school plans to achieve</b>	Student achievement on state assessment (FSA) improves by 4 percent as compared to the previous year.
<b>Person responsible for monitoring outcome</b>	Daniel Ferguson (fergusd@gm.sbac.edu)
<b>Evidence-based Strategy</b>	Utilize AVID WICOR (Writing, Inquiry, Organization and Reading) Strategies during instruction while providing an instructional model that ensures rigor and culturally relevant instruction for all students.
<b>Rationale for Evidence-based Strategy</b>	Making a school-wide commitment to writing, reading, critical thinking, organization and research processes works. This will help improve struggling students with disabilities and African American students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Begin with the "Why" by engaging in a school-wide book study of Start with Why.</li> <li>2. Critical reading and focus note-taking strategies will be implemented in all core content areas in the Fall of 2019</li> <li>3. Provide PLCs for staff to incorporate WICOR strategies into daily lessons.</li> <li>4. Review student work samples for targeted WICOR strategies.</li> <li>5. Provide common planning time to implement AVID in reading and math core instruction.</li> </ol>
<b>Person Responsible</b>	[no one identified]

#2	
<b>Title</b>	Lowest 25% in English Language Arts
<b>Rationale</b>	HHS was below 50% for lowest 25 percentile in English Language Arts gains.
<b>State the measurable outcome the school plans to achieve</b>	Hawthorne Middle High would like to be at 62% in the category for 2019-20 school year.
<b>Person responsible for monitoring outcome</b>	Daniel Ferguson (fergusd@gm.sbac.edu)
<b>Evidence-based Strategy</b>	Reading and writing coaches will concentrate time with intensive ELA/Reading teachers in 6-10th grade. The implementation of i-ready, Ready Florida, and EDI will also help teachers.
<b>Rationale for Evidence-based Strategy</b>	This strategy is a best practice for improving low performing students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Examine and analyze data including quarterly assessments.</li> <li>2. Set implementation goals and timeline for instruction, tutoring, remediation, and resource.</li> <li>3. Data chats with teachers and students on progress.</li> <li>4. Determine the effectiveness of the strategy.</li> <li>5. Revise/develop new plan of action if need be.</li> </ol>
<b>Person Responsible</b>	Judy Beverly (beverljm@sbac.edu)



#3	
<b>Title</b>	Attendance
<b>Rationale</b>	Hawthorne's Attendance is below 95%
<b>State the measurable outcome the school plans to achieve</b>	The 2019-20 attendance rate will improve by 5 percentage points or more.
<b>Person responsible for monitoring outcome</b>	Phil Kozlowski (kozlowskipm@gm.sbac.edu)
<b>Evidence-based Strategy</b>	The school will develop attendance improvement plans for all students missing 10 or more days in attendance.
<b>Rationale for Evidence-based Strategy</b>	Hawthorne Middle High School will implement strategies to work toward reducing the drop-out rate, reduce suspensions and increase attendance. High engagement courses help students to want to attend school.
<b>Action Step</b>	<p>Preventing Absenteeism</p> <ul style="list-style-type: none"> <li>• A senior member of staff will be designated as the lead on attendance issues and supported by the school based attendance officer.</li> <li>• 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.</li> <li>• Classroom teachers will encourage punctuality and attendance and will communicate with the designated lead concerning students with attendance difficulties.</li> </ul> <p>Addressing Absenteeism</p> <p>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:</p> <ul style="list-style-type: none"> <li>• The attendance office will be given a list in the morning of all students not in attendance at school.</li> <li>• Students who are tardy to school will not be included on the list.</li> <li>• Reasons for absences will be recorded if known.</li> <li>• The attendance officer will contact parents of any student not in attendance and will document the reason given for the absence.</li> <li>• The attendance officer will document if the parent is not reached and if a message is left on the phone.</li> <li>• 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.</li> </ul> <p>School attendance will be monitored and individual interventions designed for students with chronic absenteeism. Interventions could include referral to a School</p>
<b>Description</b>	

Attendance Review Board which could be held at the school site.

**Person Responsible**

Lisa McLeod (mcleodlm@gm.sbac.edu)

**#4**

**Title** Students With Disabilities (SWD)

**Rationale** Improve learning gains of SWD

**State the measurable outcome the school plans to achieve**

SWD will improve learning gains in English Language Arts by 5 percentage points

**Person responsible for monitoring outcome**

Judy Beverly (beverljm@sbac.edu)

**Evidence-based Strategy**

Reading and writing coaches will concentrate time with intensive ELA/Reading teachers in 6-10th grade. The implementation of i-ready, Ready Florida, and EDI will also help teachers.

**Rationale for Evidence-based Strategy**

This strategy is a best practice for improving low performing students.

**Action Step****Description**

1. Examine and analyze data including quarterly assessments.
2. Set implementation goals and timeline for instruction, tutoring, remediation, and resource.
3. Data chats with teachers and students on progress.
4. Determine the effectiveness of the strategy.
5. Revise develop new plan of action if need be.

**Person Responsible**

Daniel Ferguson (fergusd@gm.sbac.edu)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The school plans to host parent nights to build positive relationships with parents, families and other community stakeholders to include College Night, ACT/SAT Night, FSA Night, and the Annual Title I/ Parent Night. Other events such as Meet the Teacher and Open House will inform parents of special programs to include I-Ready, Ready Florida, Everglades Math, USA Test Prep, and CTE Programs. 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.

### **PFEF Link**

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

### **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 will continue utilizing services from our on campus social worker, school counselor, and community mentors to ensure social-emotional needs of students are met. 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, social worker, 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.

### **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.

### **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 and our data wall. 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.

### **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 will focused on creating a greater emphasis on college readiness through AVID. 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.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Student Achievement in Reading & Writing				\$141,836.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0201 - Hawthorne Middle/High School	Title, I Part A	2.0	\$74,383.00
Notes: Salaries, FCIMS Resource Teacher, Class size reduction, Interventions						
	5100	210-Retirement	0201 - Hawthorne Middle/High School	Title, I Part A	2.0	\$6,300.00
Notes: Retirement benefits for Title I staff						
	5100	220-Social Security	0201 - Hawthorne Middle/High School	Title, I Part A	2.0	\$5,690.00
Notes: SSI benefits for Title I staff						
	5100	230-Group Insurance	0201 - Hawthorne Middle/High School	Title, I Part A	2.0	\$10,548.00
Notes: Group Insurance benefits for Title I staff						
	5100	290-Other Employee Benefits	0201 - Hawthorne Middle/High School	Title, I Part A	2.0	\$379.00
Notes: Early Retirement benefits for Title I staff						
	5100	360-Rentals	0201 - Hawthorne Middle/High School	Title, I Part A		\$2,000.00
Notes: Web-based subscriptions for student instruction						
	5100	610-Library Books	0201 - Hawthorne Middle/High School	Title, I Part A		\$1,000.00
Notes: Books for media center						
	5100	510-Supplies	0201 - Hawthorne Middle/High School	Title, I Part A		\$500.00
Notes: Materials and supplies for student instruction						
	5100	520-Textbooks	0201 - Hawthorne Middle/High School	Title, I Part A		\$500.00
Notes: Books for student instruction						
	5100	622-Audio Visual Materials Non-Capitalized	0201 - Hawthorne Middle/High School	Title, I Part A		\$300.00
Notes: AV materials for student instruction						

	5900	120-Classroom Teachers	0201 - Hawthorne Middle/ High School	Title, I Part A		\$14,000.00
			Notes: Notes			
	5900	210-Retirement	0201 - Hawthorne Middle/ High School	Title, I Part A		\$1,032.00
			Notes: Notes			
	5900	220-Social Security	0201 - Hawthorne Middle/ High School	Title, I Part A		\$1,071.00
			Notes: Notes			
	5900	290-Other Employee Benefits	0201 - Hawthorne Middle/ High School	Title, I Part A		\$53.00
			Notes: Notes			
	6300	120-Classroom Teachers	0201 - Hawthorne Middle/ High School	Title, I Part A		\$3,000.00
			Notes: Notes			
	6300	210-Retirement	0201 - Hawthorne Middle/ High School	Title, I Part A		\$221.00
			Notes: Notes			
	6300	220-Social Security	0201 - Hawthorne Middle/ High School	Title, I Part A		\$230.00
			Notes: Notes			
	6300	290-Other Employee Benefits	0201 - Hawthorne Middle/ High School	Title, I Part A		\$11.00
			Notes: Notes			
	6400	120-Classroom Teachers	0201 - Hawthorne Middle/ High School	Title, I Part A		\$3,135.00
			Notes: Notes			
	6400	210-Retirement	0201 - Hawthorne Middle/ High School	Title, I Part A		\$231.00
			Notes: Notes			
	6400	220-Social Security	0201 - Hawthorne Middle/ High School	Title, I Part A		\$240.00
			Notes: Notes			
	6400	290-Other Employee Benefits	0201 - Hawthorne Middle/ High School	Title, I Part A		\$12.00
			Notes: Notes			
	6400	310-Professional and Technical Services	0201 - Hawthorne Middle/ High School	Title, I Part A		\$2,000.00
			Notes: Notes			
	6400	330-Travel	0201 - Hawthorne Middle/ High School	Title, I Part A		\$14,000.00
			Notes: Notes			

	5100	391-Subagreements up to \$25,000	0201 - Hawthorne Middle/High School	Title, I Part A		\$1,000.00
			<i>Notes: Printing and duplication for student instruction</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Lowest 25% in English Language Arts</b>				<b>\$28,997.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0201 - Hawthorne Middle/High School	Title, I Part A		\$14,000.00
			<i>Notes: teacher stipends for Extended Day Intervention</i>			
	6300	120-Classroom Teachers	0201 - Hawthorne Middle/High School	Title, I Part A		\$9,000.00
			<i>Notes: teacher stipends for Planned Learning Communities</i>			
	6300	210-Retirement	0201 - Hawthorne Middle/High School	Title, I Part A		\$762.00
			<i>Notes: Retirement benefits for PLCs</i>			
	6300	220-Social Security	0201 - Hawthorne Middle/High School	Title, I Part A		\$689.00
			<i>Notes: SSI benefits for PLCs</i>			
	6300	290-Other Employee Benefits	0201 - Hawthorne Middle/High School	Title, I Part A		\$46.00
			<i>Notes: Early Retirement benefits for PLCs</i>			
	6300	310-Professional and Technical Services	0201 - Hawthorne Middle/High School	Title, I Part A		\$3,000.00
			<i>Notes: Consultant services to support PLC</i>			
	6300	510-Supplies	0201 - Hawthorne Middle/High School	Title, I Part A		\$500.00
			<i>Notes: Materials and supplies for PLCs</i>			
	6300	750-Other Personal Services	0201 - Hawthorne Middle/High School			\$1,000.00
			<i>Notes: Substitutes for release time for teacher to participate in PLCs</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Attendance</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Students With Disabilities (SWD)</b>				<b>\$37,896.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	622-Audio Visual Materials Non-Capitalized	0201 - Hawthorne Middle/High School	Title, I Part A		\$1,200.00
			<i>Notes: AV for student instruction</i>			
	5100	691-Computer Software Capitalized	0201 - Hawthorne Middle/High School	Title, I Part A		\$16,000.00
			<i>Notes: Software licenses for student instruction</i>			
	6400	120-Classroom Teachers	0201 - Hawthorne Middle/High School	Title, I Part A		\$1,000.00
			<i>Notes: teacher stipends for PD</i>			

	6400	210-Retirement	0201 - Hawthorne Middle/ High School	Title, I Part A		\$85.00
			<i>Notes: Retirement benefits for teacher stipends for PD</i>			
	6400	220-Social Security	0201 - Hawthorne Middle/ High School	Title, I Part A		\$77.00
			<i>Notes: SSI benefits for teacher stipends for PD</i>			
	6400	290-Other Employee Benefits	0201 - Hawthorne Middle/ High School	Title, I Part A		\$5.00
			<i>Notes: early Retirement benefits for teacher stipends for PD</i>			
	6400	310-Professional and Technical Services	0201 - Hawthorne Middle/ High School	Title, I Part A		\$3,000.00
			<i>Notes: Consultant service to support PD</i>			
	6400	330-Travel	0201 - Hawthorne Middle/ High School	Title, I Part A		\$15,500.00
			<i>Notes: Travel expenses to professional conference</i>			
	6400	510-Supplies	0201 - Hawthorne Middle/ High School	Title, I Part A		\$1,000.00
			<i>Notes: Materials and supplies to support PD</i>			
	6400	520-Textbooks	0201 - Hawthorne Middle/ High School	Title, I Part A		\$29.00
			<i>Notes: Books to support PD</i>			
<b>Total:</b>						<b>\$208,729.00</b>