

Alachua County Public Schools

Hawthorne Middle/High School



2020-21 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 16 |
| Positive Culture & Environment | 21 |
| Budget to Support Goals | 22 |

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: 8/31/2020

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2019-20 ESSA Subgroups Represented (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* |
| School Grades History | 2018-19: C (49%) 2017-18: C (52%) 2016-17: D (37%) 2015-16: D (37%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

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.

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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 16 |
| Title I Requirements | 0 |
| Budget to Support Goals | 22 |

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) | 2019-20 Title I School | 2019-20 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 | 52% |

School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-------|---------|---------|---------|---------|
| Grade | I | C | C | D |

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

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>.

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, position title, and job duties/responsibilities 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 | |
| Kozlowski, Phil | Dean | |
| McLeod, Lisa | Assistant Principal | |
| Leggon, Petrina | Instructional Coach | |

Demographic Information

Principal start date

Monday 8/31/2020, John Green

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

18

Demographic Data

| | |
|--|--|
| 2020-21 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2019-20 ESSA Subgroups Represented (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* |
| School Grades History | 2018-19: C (49%) 2017-18: C (52%) 2016-17: D (37%) 2015-16: D (37%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

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 | 53 | 77 | 67 | 52 | 53 | 52 | 46 | 400 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 17 | 19 | 19 | 18 | 19 | 18 | 126 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 3 | 1 | 9 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 21 | 19 | 17 | 13 | 16 | 0 | 104 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 18 | 18 | 14 | 11 | 0 | 0 | 90 | |

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 | 15 | 11 | 11 | 10 | 10 | 16 | 11 | 84 | |

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 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 6 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

Date this data was collected or last updated

Tuesday 6/23/2020

Prior Year - As Reported

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 | | |
| 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 |

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 | |
| 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 |

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 | |
| | (0) | (0) | (0) | (0) | (0) | (0) | (0) | 0 (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.

| 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% |
| | 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% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 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% |
| 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% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 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 | |

| ESSA Federal Index | |
|--|-----|
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 62 |

| Multiracial Students | |
|--|-----|
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |

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?

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. Instructional Practice specifically relating to ELA

| | |
|---|---|
| Area of Focus Description and Rationale: | Student Achievement in Reading & Writing. The percentage of students scoring level 3 or higher on the ELA section of the FSA assessment was 41% in both 2018 and 2019. Implement AVID strategies and other best instructional practices to ensure improved academic achievement and close the achievement gap. |
| Measurable Outcome: | Student achievement on ELA state assessment (FSA) improves by 4 percent as compared to the previous year, from 41% to 44%. |
| Person responsible for monitoring outcome: | Daniel Ferguson (fergusd@gm.sbac.edu) |
| Evidence-based Strategy: | 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. |
| Rationale for Evidence-based Strategy: | 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. |

Action Steps to Implement

1. Begin with the "Why" by engaging in a school-wide book study of Start with Why.
2. Critical reading and focus note-taking strategies will be implemented in all core content areas in the Fall of 2020-21
3. Provide PLCs for staff to incorporate WICOR strategies into daily lessons.
4. Review student work samples for targeted WICOR strategies.
5. Provide common planning time to implement AVID in reading and math core instruction.

Person Responsible Lisa McLeod (mcleodlm@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The subgroup of Students with Disabilities achieved an ESSA federal index rating of 34%, well below the overall school rating of 48% This is our only ESSA subgroup to perform below the target of at least 41%

Measurable Outcome: We will improve the academic performance of students with disabilities to meet or exceed the target ESSA subgroup federal index rating of 41%

Person responsible for monitoring outcome: Daniel Ferguson (fergusd@gm.sbac.edu)

Evidence-based Strategy: Math coaches will concentrate time with intensive Math teachers in 6-10th grade. The implementation of i-xile, Khan Academy, and EDI will also help teachers.

Rationale for Evidence-based Strategy: This strategy is a best practice for improving low performing students.

Action Steps to Implement

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)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase the percentage of students in the lowest quartile that achieve an annual learning gain in ELA on the FSA assessment. The percentage of students in the lowest quartile at Hawthorne Middle/High who made an annual learning gain dropped from 53% in 2018 to 36% in 2019.

Measurable Outcome: The goal for Hawthorne Middle High is to be at 54% in the category for 2020-21 school year.

Person responsible for monitoring outcome: Daniel Ferguson (fergusd@gm.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 Steps to Implement

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)

#4. Culture & Environment specifically relating to Student Attendance

| | |
|---|---|
| Area of Focus Description and Rationale: | Hawthorne's Attendance is below 95%. |
| Measurable Outcome: | The 2020-21 attendance rate will improve by 5 percentage points or more. |
| Person responsible for monitoring outcome: | Daniel Ferguson (fergusd@gm.sbac.edu) |
| Evidence-based Strategy: | The school will develop attendance improvement plans for all students missing 10 or more days in attendance. |
| Rationale for Evidence-based Strategy: | 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. |

Action Steps to Implement**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.

Person Responsible Phil Kozlowski (kozlowskipm@gm.sbac.edu)

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale: Increase participation in advanced and accelerated courses, with particular emphasis on the district goal of increasing African American student representation in these courses by two percentage points. Hawthorne will increase CTE, AICE, and AP classes. We are also increasing our AVID classes.

Measurable Outcome: Hawthorne will add 6 CTE, AICE, and/or AP courses for the 2020-21 school year. Hawthorne is also adding a Ag magnet program.

Person responsible for monitoring outcome: Daniel Ferguson (fergusd@gm.sbac.edu)

Evidence-based Strategy: Increasing the number of these classes increases the number of students who can take them. This is the best strategy.

Rationale for Evidence-based Strategy: When students have the ability to choose more of the classes they are interested in, they will attend school more regularly, study more intentionally, and plan more wisely their future. This increases the likelihood of more students graduating and going to college or having a career directly out of high school.

Action Steps to Implement

Implementing the magnet program

Person Responsible Lisa McLeod (mcleodlm@gm.sbac.edu)

Expand AP course offerings. Add AP Computer Science Principles and participate in the UT-Seed research project, including curriculum and professional development for the teacher. Implement the College Board's Pre-AP program with three courses for 9th graders.

Person Responsible Annette Verschaeve (verschal@gm.sbac.edu)

#6. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Close the achievement gaps in ELA and Math by raising the percentage of African American students scoring a level 3 or higher on the FSA assessment. On the 2019 FSA, 33% of African American students scored level 3 or higher compared to 43% of white students in ELA. In math, 26% of African American students scored level 3 or higher compared to 52% of white students.

Measurable Outcome: Increase the percentage of African American students scoring level 3 or higher on FSA ELA from 33% to 36%.
Increase the percentage of African American students scoring level 3 or higher on FSA Math from 26% to 29%.

Person responsible for monitoring outcome: Daniel Ferguson (fergusd@gm.sbac.edu)

Evidence-based Strategy: Explicit communication of high expectations for all students; engage all students in rigorous, standards-based curricula, increase the skills of the faculty to deliver culturally responsive instruction, support students via mentoring and tutoring.

Rationale for Evidence-based Strategy: In order to close the achievement gap, all students must be exposed to the same rigorous courses with high expectations and ample social and academic support.

Action Steps to Implement

Implement AVID 6-12 Electives School-wide. Provide AVID professional development and participate in the AVID summer institute.

Person Responsible Lisa McLeod (mcleodlm@gm.sbac.edu)

Engage the faculty in professional learning communities focused on culturally responsive teaching.

Person Responsible Lisa McLeod (mcleodlm@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attention will be given to each Area of Focus beginning with the highest priority.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school will work using AVID Culture Building and PBIS to foster a culture of high academics, college readiness and positive behavior. All stakeholders will be apart of the collaboration and strategy process including teachers, parents, colleges, universities, community and business partners.

Some of the AVID strategies that will be implemented in the classroom to foster a positive environment are increasing the use of collaborative activities in the classrooms to strengthen the class community and enrich the learning experience; Socratic Seminars, which build critical thinking skills and communication skills,

AVID strategies that will be incorporated in order to build collaboration with all stakeholders are

1. develop two to three strategies for culturally responsive family involvement
2. support inclusive family involvement in order to create a school community based on college readiness for all students.
3. Identify barriers to family involvement and work on creating a multi-faceted approach to provide more opportunities for engagement.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$253,374.80 |
|---|----------|---|---|-----------------|------|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 120-Classroom Teachers | 0201 - Hawthorne Middle/High School | Title, I Part A | 2.67 | \$216,996.78 |
| | | | <i>Notes: Salaries, FCIMS Resource Teacher, Class size reduction, Interventions</i> | | | |
| | 5100 | 120-Classroom Teachers | 0201 - Hawthorne Middle/High School | Title, I Part A | 1.0 | \$1,960.32 |
| | | | <i>Notes: LT Supplements</i> | | | |
| | 5100 | 390-Other Purchased Services | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$1,699.93 |
| | | | <i>Notes: Substitutes for class-z-size reduction.</i> | | | |

| | | | | | | |
|---------------|----------|---|---|-----------------|-----|---------------------|
| | 5100 | 369-Technology-Related Rentals | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$3,496.00 |
| | | | <i>Notes: Achieve 3000 web-based program</i> | | | |
| | 5100 | 520-Textbooks | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$6,055.07 |
| | | | <i>Notes: Ready Florida</i> | | | |
| | 6500 | 644-Computer Hardware Non-Capitalized | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$16,030.70 |
| | | | <i>Notes: Laptops</i> | | | |
| | 5900 | 330-Travel | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$4,500.00 |
| | | | <i>Notes: Instructional Field Trips USF, FAMU, FSU, and UCF college visits.</i> | | | |
| | 5100 | 369-Technology-Related Rentals | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$2,636.00 |
| | | | <i>Notes: Reflex Math web-based program</i> | | | |
| 2 | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | | | | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$0.00 |
| 4 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | | | | \$0.00 |
| 5 | III.A. | Areas of Focus: Instructional Practice: Career & Technical Education | | | | \$6,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 6300 | 369-Technology-Related Rentals | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$6,000.00 |
| | | | <i>Notes: College Board AP Courses</i> | | | |
| 6 | III.A. | Areas of Focus: Culture & Environment: Equity & Diversity | | | | \$10,650.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 6400 | 330-Travel | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$10,000.00 |
| | | | <i>Notes: 2021 AVIS Summer Institute</i> | | | |
| | 6400 | | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$250.00 |
| | | | <i>Notes: AVID professional development</i> | | | |
| | 6300 | | 0201 - Hawthorne Middle/High School | Title, I Part A | | \$400.00 |
| | | | <i>Notes: Professional development PLC</i> | | | |
| Total: | | | | | | \$270,024.80 |