Hawthorne Middle/High School

2020-21 Schoolwide Improvement Plan

Table of Contents

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

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)

High School
6-12

2019-20 Title I School

Yes

2019-20 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

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
			Notes: Salaries, FCIMS Resource Teacher, Class size reduction, Interventions			
	5100	120-Classroom Teachers	0201 - Hawthorne Middle/High School	Title, I Part A	1.0	$1,960.32
			Notes: LT Supplements			
	5100	390-Other Purchased Services	0201 - Hawthorne Middle/High School	Title, I Part A		$1,699.93
			Notes: Substitutes for class-z-size reduction.			

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0201 - Hawthorne Middle/High School	Title, I Part A		$3,496.00
		Notes: Achieve 3000 web-based program				
	5100	520-Textbooks	0201 - Hawthorne Middle/High School	Title, I Part A		$6,055.07
		Notes: Ready Florida				
	6500	644-Computer Hardware Non-Capitalized	0201 - Hawthorne Middle/High School	Title, I Part A		$16,030.70
		Notes: Laptops				
	5900	330-Travel	0201 - Hawthorne Middle/High School	Title, I Part A		$4,500.00
		Notes: Instructional Field Trips USF, FAMU, FSU, and UCF college visits.				
	5100	369-Technology-Related Rentals	0201 - Hawthorne Middle/High School	Title, I Part A		$2,636.00
		Notes: Reflex Math web-based program				
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
		Notes: College Board AP Courses				
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
		Notes: 2021 AVIS Summer Institute				
	6400		0201 - Hawthorne Middle/High School	Title, I Part A		$250.00
		Notes: AVID professional development				
	6300		0201 - Hawthorne Middle/High School	Title, I Part A		$400.00
		Notes: Professional development PLC				
					Total:	**$270,024.80**