



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hawthorne Middle/High School

21403 SE 69TH AVE

Hawthorne, FL 32640

352-481-1900

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
High School

Title I
Yes

Free and Reduced Lunch Rate
80%

Alternative/ESE Center
No

Charter School
No

Minority Rate
47%

School Grades History

2013-14
F

2012-13
F

2011-12
D

2010-11
C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Hawthorne Middle/High School

Principal

Veita Jackson-Carter

School Advisory Council chair

Becky Cassels

Names and position titles of the School-Based Leadership Team (SBLT)

Name

Title

Royce Kamman

Assistant Principal

District-Level Information

District

Alachua

Superintendent

Hershel Lyons

Date of school board approval of SIP

11/7/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC at Hawthorne Middle High School is active in the support of the school's initiatives and goals. The SAC consists of several members of the staff, community and concerned citizens. Becky Cassels is the current SAC president. Parent members include Kelly Masciale and Tommie Howard. Staff members include Elizabeth Treese, Harriet Landers and Leroy Williams. Citizen Members include, Sharon Surrency, David Low and Student members include Stephen Johnson and Janeisha Baker.

Involvement of the SAC in the development of the SIP

SAC is involved in the support of school goals and initiatives. The SIP was developed with the input of the SAC. Several key elements of the SIP came from input from the SAC.

Activities of the SAC for the upcoming school year

The SAC helped in the support of our literacy night and FCAT/EOC tutoring initiatives. The SAC also supported our PBS program, school supplies and increasing school volunteerism.

Projected use of school improvement funds, including the amount allocated to each project

Funds from SAC were used to support school initiatives. The allocation for SAC IS \$600.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Veita Jackson-Carter**

Principal

Years as Administrator: 12

Years at Current School: 5

Credentials

Bachelors of Arts in Special Education, Masters of Science in Education, Educational Leadership. School Principal, Reading Endorsement.

Performance Record

20010-11 Grade C. Reading Mastery 36% Math Mastery 36% Science Mastery 33% Writing Mastery 83% Economically Disadvantaged, African American and students with disabilities. Subgroups did not make AYP in math or reading
 2011-12 Grade D. Reading Mastery 38% Math Mastery 36% Science Mastery 33% Writing Mastery 62% Economically Disadvantaged, African American and students with disabilities. Subgroups did not make AYP in math or reading
 2012-13 Grade Pending. Reading Mastery 27% Math Mastery 22% Science Mastery 38% Writing Mastery 63% Economically Disadvantaged, African American and students with disabilities. Subgroups did not make AYP in math or reading

Royce G. Kamman

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

Bachelors in Science in Social Science Masters in Education,
Educational Leadership. School Principal, Social Science 6-12,
P.E. K-12

Performance Record

2012-13 Grade Pending. Reading Mastery 27% Math Mastery
22% Science Mastery 38% Writing Mastery 63% Economically
Disadvantaged, African American and students with disabilities.
Subgroups did not make AYP in math or reading
2011-12 Grade A Reading Mastery 61% Math Mastery 60%
Science Mastery 48% Writing Mastery 78% Economically
Disadvantaged, African American, and Student with Disabilities
Did not make AYP
2010-11 Grade A. Reading Mastery 72% Math Mastery 67%
Science Mastery 67% Writing Mastery 65% Economically
Disadvantaged, African American and students with disabilities.
Subgroups did not make AYP in math or reading

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Dawn Newell**

Full-time / District-based

Years as Coach: 11

Years at Current School: 2

Areas

Reading/Literacy

Credentials

Masters in Science in Education Certified Reading Exceptional
Student Education

Performance Record

2012-13 Grade Pending. Reading Mastery 38%

Classroom Teachers**# of classroom teachers**

18

receiving effective rating or higher

18, 100%

Highly Qualified Teachers

100%

certified in-field

18, 100%

ESOL endorsed

1, 6%

reading endorsed

5, 28%

with advanced degrees

12, 67%

National Board Certified

0, 0%

first-year teachers

1, 6%

with 1-5 years of experience

2, 11%

with 6-14 years of experience

5, 28%

with 15 or more years of experience

9, 50%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The goal of our school is to work closely with the district to recruit new teachers. The district provides a outreach program to meet and recruit prospective candidates through local colleges. The district also provides mentor teachers for first year teachers. The administration and mentor teacher collaborate with the new teacher to guide them through the districts induction program. The administrative team also provides support system through classroom walk-throughs and monthly meetings. The person responsible for this duty is Principal Veita Jackson-Cater and Assistant Principal Royce Kamman.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The teacher mentoring program is a district assigned service. A mentor teacher is assigned to each beginning teacher and collaboratively works with the the beginning teacher and the school's administration. The district works to pair the teacher with a mentor that has similar backgrounds and specialties. The rationale for pairing is established by assigning mentors who have common expertise in the field and subject area as the teacher.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

RtI Response to Intervention data will be based on a series of assessments identified at the district level and administered at the school. Items for the assessment are taken from the MacMillian Benchmark Assessments, The Big Ideas Math Series, The district formative assessment program for math and science and writing prompts developed for district use.

FAIR Assessments are also taken in to consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be used to drive instruction Data chats with teachers and students are held to monitor and set goals for improvement.

Professional Learning Community (PLC) Leadership team meet bi-weekly with the Positive Behavior Support Team to analyze data and monitor progress of interventions. This problem solving process includes addressing academic and behavioral interventions for students. PLC leaders meet bi-weekly with their departments to monitor progress and assess the need for interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function and responsibility of the leadership team is to collect data, monitor progress and meet to discuss a plan of action that meets the needs of student of concern. This process is completed bi-weekly and then referred to the student services leadership team where The RtI process begins.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team uses several systems to monitor the progress of interventions. For the 2013-14 school year we will have in place Alachua Check and Connect. A grant program partnered with the Alachua County United Way. This Program mentors and tracks at -risk 9th graders. The Check and Connect specialist will monitor and provide community services to students and their families. The students will also receive one on one assistance with academic and social concerns.

The DOP specialist meets with the Check and Connect Specialist. The participants must sign a participation agreement with the program coordinator. Once this is complete the Specialist then has access to the district student portal to monitor the students and contact parents, deans, counselors and administrative personnel.

Title I- Supplemental Level. All Level I students are enrolled in the Targeted Extended Learning. Middle School students who are level one in reading are assigned to intensive reading classes under Title I. The

students will participate in the Achieve 3000 reading program.

The Hawthorne Middle High School Positive Behavior Support System team participated in Tier I II and III training. The school data indicated that out of school suspensions were reduced by 48% for the 2012-13 school year. The number of referrals dropped by 25% Under Tier I 100% of the school population will be targeted. The students will have the opportunity to earn positive behavior referrals and dream dollars to reinforce good behavior. Under Tier II - Supplemental level will target all students. Tier III Intensive level will target students in need of intensive individual interventions to address problematic behaviors. It will include small group counseling, small group pull out with the reading coach. Language Arts and Reading teachers will do small group pull-out with writing students.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The district will use On Track and FAIR testing to build baseline data. The continuation of the testing throughout the year will provide a long term assessment of student progress. The data will be used in data chats to drive instruction decisions. The district will also provide tutoring opportunities for students who have not passed EOC testing in Math and Science as needed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Targeted Extended Learning. The faculty and staff are trained on the reorganization of the TELP during pre-planning. Training for all staff is on-going throughout the year.

Behavior: The faculty and staff are trained on the implementation of a new school wide discipline plan. This is the second year of the plan and the SWPBS during pre-planning. Training is on-going throughout the year.

Data training through the PLC's is on-going throughout the year

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 180

The partnership with the University of Florida CROP program is a tutoring program that assists students with math and reading. The program is after school and lasts 90 minutes twice a week. The target audience is middle school students

The district has an after school tutoring program designed to facilitate math and science students who have not passes the EOC. This program is ran by in-house subject area teachers and runs throughout the year.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through FAIR and On- Track testing the tutors use the data from the assessments to direct their instruction on the needs of the student.

Who is responsible for monitoring implementation of this strategy?

The person responsible for monitoring the implementation of this strategy is the assistant principal for curriculum, the reading coach and FCIM coordinator.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Amy MacCord	Literacy Team Chair
Mattie Vasbinder	Teacher
Jayanne Nowaski	Teacher
Catherine Scott	Teacher
Dawn Newell	Reading Coach
Royce Kamman	Assistant Principal
Veita Jackson-Carter	Principal
Barbara Bryant	Title I Coordinator
Erica Gindle	Teacher

How the school-based LLT functions

The Literacy Team meets bi-weekly. Each member serves as a representative of a PLC. This team develops a focus calendar for English and reading. FCAT, On-Track, FAIR data are used to determine calendar needs. Implementation and monitoring of the calendar is done by teachers, literacy team and the reading coach.

Major initiatives of the LLT

Increase the number of students achieving proficiency in reading
 Increase the number of students achieving proficiency in math
 Increase the number of students achieving proficiency in writing
 Increase the number of students achieving proficiency in science
 To offer assistance and support to teachers using the FCIM model focus

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher is responsible and accountable for student success. The instructional staff will participate in the following trainings to ensure highly effective reading instruction:

1. Gradual Release of Responsibility Model
2. Effective Lesson Planning
3. Marzano & CRISS Strategies
4. Webb's Depth of Knowledge
5. Lesson Study
6. Text Complexity / Higher Order Questioning
7. Close Reading
8. Comprehension Instructional Sequence

Reading Specialist will provide assistance and support to teachers and students

(e.g. direct instruction, modeling, instructional strategies, small group pull-outs

Teachers are required school -wide to use reading strategies. Our emphasis this year is on reading comprehension, text complexity/higher order questioning, close reading, and comprehension instructional sequence. The use of Research-Based Strategies on Instruction by Marzano & Kagan Strategies. The lesson plan template has been designed to include these strategies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

There are rigorous course offerings for student selection and post secondary preparations. Students will also have the opportunity to participate in Alachua e-School take courses offered to every student in the county.

Students are provided with on-line support in standardized testing for college acceptance. Students will also have the opportunity to dual enroll on campus or off campus. Students and parents have opportunities to vocational programs via on and off campus sites.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Hawthorne Middle High School's percentage of graduates completing a college prep curriculum, earning at least level 3 on the 10th Grade FCAT in reading, and passing the Algebra I EOC or scoring above cut scores on the SAT, ACT, or PERT were below the district and state percentages. However, Hawthorne Middle High School is focused on creating a greater emphasis on college readiness. We will encourage upperclassmen to take AP and or Dual Enrollment courses to increase our percentage of graduates who have taken these courses by 10%. We will also increase the percentage of students taking college readiness standardized tests such as SAT and ACT by 7%. 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.

Strategies for improving student readiness for the public postsecondary level

Students will participate in the Kaplan SAT/ACT preparation program. This program would help to increase their skillset to be able to pass the SAT/ACT, and use passing scores toward graduation requirements

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	28%	No	46%
American Indian				
Asian				
Black/African American	27%	13%	No	34%
Hispanic				
White	50%	29%	No	55%
English language learners				
Students with disabilities	24%	4%	No	32%
Economically disadvantaged	39%	22%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	14%	25%
Students scoring at or above Achievement Level 4	17	1%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	80	43%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	24	52%	70%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	18	18%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	31%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	30%		No	37%
American Indian				
Asian				
Black/African American	24%		No	32%
Hispanic				
White	34%		No	41%
English language learners				
Students with disabilities	22%		No	30%
Economically disadvantaged	28%		No	36%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	8%	20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	65	50%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	66%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		10%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		10%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	30%	23%	No	37%
American Indian				
Asian				
Black/African American	24%	13%	No	32%
Hispanic				
White	34%	29%	No	41%
English language learners				
Students with disabilities	22%	15%	No	30%
Economically disadvantaged	28%	21%	No	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	49	49%	60%
Students in lowest 25% making learning gains (EOC)	63	63%	75%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	18	18%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	12%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	12%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

High School Science**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	50%	65%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		8
Participation in STEM-related experiences provided for students	45	20%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	12	26%	35%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	100%
Students taking one or more advanced placement exams for STEM-related courses	15	5%	20%
CTE-STEM program concentrators	1		3
Students taking CTE-STEM industry certification exams	0	0%	25%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	55	19%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	25	9%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	50%
Passing rate (%) for students who take CTE industry certification exams		0%	75%
CTE program concentrators	0	0%	100%
CTE teachers holding appropriate industry certifications	0	0%	100%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	16	10%	5%
Students who fail a mathematics course	31	20%	10%
Students who fail an English Language Arts course	28	18%	10%
Students who fail two or more courses in any subject	17	11%	5%
Students who receive two or more behavior referrals	30	20%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	22	15%	10%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	31%	10%
Students in ninth grade with one or more absences within the first 20 days	11	20%	10%
Students in ninth grade who fail two or more courses in any subject	15	23%	10%
Students with grade point average less than 2.0	16	25%	10%
Students who fail to progress on-time to tenth grade	5	10%	0%
Students who receive two or more behavior referrals	17	27%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	13	22%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	12	4%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	43	71%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	31	70%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	2	5%	100%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Title 1 Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. All homeroom teachers will use the class roster distributed at the beginning of the meeting to document the return of the signed parents right letters. This is the first of the three attempts we must make for the return of the signed parents right letters.

Parent Resource Notebook - Continuous work in progress. Contains copies of the district parent involvement plan, school parent involvement plan, home-school compact, school improvement plan, SPAR report, Title 1 Part A budget, Title 1 parent involvement budget, parent web resources and additional parent resources. Located in front office conference room.

Parent Involvement Plan - Work in progress. Shared what we have thus far. Will notify of any and all changes as they come available. Final product will be placed in Parent Resource Notebook.

Title 1 Home-School Compact - Work in progress. Shared what we have thus far. Will notify of any and all changes as they come available. Final product will be placed in Parent Resource Notebook. Everyone must reference during conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	50	25%	45%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** To increase the level of proficiency in writing on the 2014 FCAT Writing Test by 50% (97)
- G2.**
- G3.** To increase the attendance rate to 93% Reduce the number of Out-of-School Suspensions by 50% (66) (based on 290 students) To reduce the dropout rate in each cohort to 4% (11)
- G4.** Through Title I 45% (146) Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. The emphasis will be the use Title I funds to promote and ensure parent involvement.
- G5.** 90% of the students taking the Digital Design course passed the CTE Exam and earned college credit.
- G6.** Increase the level of proficiency of all students in science, math and technology by 25% (86)
- G7.** Increase the level of proficiency by 35% (20) on the Science Goal #1a: 2014 FCAT Science Test Increase the Biology EOC proficiency to 65% student pass rate
- G8.** To increase the number of students who are at or above proficiency in math in all subgroups by 50% (70) on the 2014 FCAT Math Test
- G9.** To increase the number of students who are reading at or above proficiency in all subgroups by 50% (115). 2013 Current Level of Performance: 2014 Expected Level of Performance: 23% (61) of students achieved mastery on the 2012 FCAT Reading Test 50%
- G10.** 50% (30) of students will score a Level 3 on the U.S. History End of Course Exam 50% (26) of students will score a Level 3 on the Civics End of Course Exam

Goals Detail

G1. To increase the level of proficiency in writing on the 2014 FCAT Writing Test by 50% (97)

Targets Supported

- Writing
- Science - Middle School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/scaffolding Use of Webb's Depth of Knowledge Lesson Study Provide more opportunities for students to practice writing Text Complexity/Higher Order Questioning Close Reading & Comprehension Instructional Sequence Training

Targeted Barriers to Achieving the Goal

- Motivation Attendance Student levels of reading and writing Behavior Writing emphasis is not embedded in the READ 180 Program or Jamestown Navigator Program

Plan to Monitor Progress Toward the Goal

Progress and implementation will be monitored for program effectiveness through use of data and classroom walk-throughs

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule:

On Going throughout the school year

Evidence of Completion:

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs Individual teacher meetings to discuss lesson planning and implementation FCIM Mini-assessments Writing - Monthly assessments through English/Language Arts classes Student Grades

G2.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. To increase the attendance rate to 93% Reduce the number of Out-of-School Suspensions by 50% (66) (based on 290 students) To reduce the dropout rate in each cohort to 4% (11)

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Ongoing collaboration with all stakeholders (weekly) Use of charts and graphs to motivate students and monitor progress of student goal setting Drop out prevention courses CROP (Credit Retrieval) Adult Education (GED)

Targeted Barriers to Achieving the Goal

- Failed academic courses in 9th, 10th or 11th grades Student unable to pass one or more parts of the FCAT in reading or math Motivation

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule:

On Going throughout the year.

Evidence of Completion:

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

G4. Through Title I 45% (146) Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. The emphasis will be the use Title I funds to promote and ensure parent involvement.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Title 1 Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. All homeroom teachers will use the class roster distributed at the beginning of the meeting to document the return of the signed parents right letters. This is the first of the three attempts we must make for the return of the signed parents right letters. Parent Resource Notebook - Continuous work in progress. Contains copies of the district parent involvement plan, school parent involvement plan, home-school compact, school improvement plan, SPAR report, Title 1 Part A budget, Title 1 parent involvement budget, parent web resources and additional parent resources. Located in front office conference room. Parent Involvement Plan - Work in progress. Shared what we have thus far. Will notify of any and all changes as they come available. Final product will be placed in Parent Resource Notebook. Title 1 Home-School Compact - Work in progress. Shared what we have thus far. Will notify of any and all changes as they come available. Final product will be placed in Parent Resource Notebook. Everyone must reference during conferences.

Targeted Barriers to Achieving the Goal

- Motivation Lack of education Value of education Transportation

Plan to Monitor Progress Toward the Goal

Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule:

On Going throughout the year

Evidence of Completion:

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and Title I Intervention Teacher OnTrack Assessments Stanford 10 Check & Connect Assessments Behavior Plan FAIR Assessments SAT/ACT data Mentoring resources CROP UF.

G5. 90% of the students taking the Digital Design course passed the CTE Exam and earned college credit.

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE LAB with certified teachers. Assistance from the district vocational education department for resources.

Targeted Barriers to Achieving the Goal

- Student levels of academic performance Students may not have access to a computer at home

Plan to Monitor Progress Toward the Goal

Based on the analysis of student graduation track and assess and monitor CTE in terms of school needs.

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule:

On Going throughout the school year

Evidence of Completion:

End of the year assessment, mini-assessments scores and grades will be monitored for progress

G6. Increase the level of proficiency of all students in science, math and technology by 25% (86)

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Focused instruction in Extended Day Program : UF CROP Integration of technology-based supports as part of instruction Intervention classes to target Geometry and measurement benchmarks

Targeted Barriers to Achieving the Goal

- Students levels of academic performance in the areas of math and science Skill levels in the area of technology

Plan to Monitor Progress Toward the Goal

Year end culmination of data using student achievement data in areas that need improvement and classroom walk-through data

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule:

On going throughout the year

Evidence of Completion:

Mini- assessments Quarterly OnTrack Assessments Lesson Study Student grades Collect data near end of school year to process for program success and improvement needs assessment.

**G7. Increase the level of proficiency by 35% (20) on the Science Goal #1a: 2014 FCAT Science Test
Increase the Biology EOC proficiency to 65% student pass rate**

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes Monitor use of Pacing Guides with fidelity Monitor Progress of Inquiry Labs and Reality Labs PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies Bi-weekly Student Support Services Team Meetings Education Planning Team Meetings

Targeted Barriers to Achieving the Goal

- Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Behavior Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary

Plan to Monitor Progress Toward the Goal

Use of assessment data to determine effectiveness of progress.

Person or Persons Responsible

Teachers Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule:

On Going throughout the school year

Evidence of Completion:

Collection of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and reading coach data.

G8. To increase the number of students who are at or above proficiency in math in all subgroups by 50% (70) on the 2014 FCAT Math Test

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Classroom Walk-Throughs Classroom Observations Data chats and goal setting with teachers Teacher Appraisals Data chats and goal setting with students On Track Assessments Education Planning Team Meetings Student Support Services Team Report at biweekly Leadership Team Meeting Student Grades FCIM Mini-assessments Review of Data Chat Meetings once every 9 weeks Meeting notes, Home visits will improve communication between school and home (i.e, Discuss barriers and set up a plan to include school visits, teacher access, and use of parent portal. Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities.

Targeted Barriers to Achieving the Goal

- Student levels of academic performance, Motivation, Attendance, Home Support, Student levels of basic math skills, Behavior, Meaningful/relevant resources available

Plan to Monitor Progress Toward the Goal

Progress monitoring will be conducted using the analysis of student achievement data to reference and define areas in need of improvement

Person or Persons Responsible

Leadership Team, Principal, Assistant Principal. Academic Coaches, Counselor

Target Dates or Schedule:

On Going throughout the school year

Evidence of Completion:

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and math (FCIM) coach data.

G9. To increase the number of students who are reading at or above proficiency in all subgroups by 50% (115). 2013 Current Level of Performance: 2014 Expected Level of Performance: 23% (61) of students achieved mastery on the 2012 FCAT Reading Test 50%

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Classroom Walk-Throughs Classroom Observations Data chats and goal setting with teachers Teacher Appraisals Data chats and goal setting with students READ 180 & Jamestown Navigator reading data FAIR Assessments DBQ's Document Based Questions Education Planning Team Meetings Student Support Services Team Report at biweekly Leadership Team Meeting Student Grades FCIM Mini-assessments Review of Data Chat Meetings once every 9 weeks Meeting notes, Home visits will improve communication between school and home (i.e, Discuss barriers and set up a plan to include school visits, teacher access, and use of parent portal. Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Title I and H/S intensive reading time during reading, writing, math and science. Parent Input Survey.

Targeted Barriers to Achieving the Goal

- Student levels of academic performance, Motivation, Attendance, Home Support, Student levels of basic math skills, Behavior, Meaningful/Relevant resources available

Plan to Monitor Progress Toward the Goal

Use of multiple strategies to monitor progress in line with student achievement

Person or Persons Responsible

Teachers, Principal, Assistant Principal, Academic Coaches, Counselor, /Intervention Teacher

Target Dates or Schedule:

On-Going monitor progress will be throughout the year

Evidence of Completion:

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs, reading coach data, and Title I teacher (FCIM).

G10. 50% (30) of students will score a Level 3 on the U.S. History End of Course Exam 50% (26) of students will score a Level 3 on the Civics End of Course Exam

Targets Supported

- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- Classroom WalkThroughs Classroom Observations Data chats and goal setting with teachers Teacher Appraisals Data chats and goal setting with students. Quarterly On Track Assessment Student Grades Mini- assessments End of Course Exams Algebra Readiness data Review of Data chats meetings once every 9 weeks Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal)

Targeted Barriers to Achieving the Goal

- Student levels of academic performance Behavior Attendance Home Support Classroom space and class size Student levels of academic performance Motivation Attendance Home Support Student levels of basic math skills Behavior Meaningful/relevant resources available

Plan to Monitor Progress Toward the Goal

Progress monitoring will be on a continual basis using data analysis of student achievement data to reference and define areas in need of improvement and classroom walkthroughs

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule:

On going throughout the school year

Evidence of Completion:

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walkthroughs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the level of proficiency in writing on the 2014 FCAT Writing Test by 50% (97)

G1.B1 Motivation Attendance Student levels of reading and writing Behavior Writing emphasis is not embedded in the READ 180 Program or Jamestown Navigator Program

G1.B1.S1 Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/scaffolding Use of Webb's Depth of Knowledge Lesson Study Provide more opportunities for students to practice writing Text Complexity/Higher Order Questioning Close Reading & Comprehension Instructional Sequence Training

Action Step 1

Steps will be based on the analysis of student achievement data to reference and defined areas in need of improvement

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs Individual teacher meetings to discuss lesson planning and implementation FCIM Mini-assessments Writing - Monthly assessments through English/Language Arts classes Student Grades

Facilitator:

Principal, Leadership Team

Participants:

English, Language Arts teachers

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

Strategies will be monitored through analysis of student achievement data to reference and define areas in need of improvement and Classroom walk throughs.

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the year

Evidence of Completion

Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Monitor use of School-wide Writing Calendar Bi-weekly Student Support Services Team Meetings

Plan to Monitor Effectiveness of G1.B1.S1

Strategies will be monitored for program effectiveness through use of data and classroom walk-throughs

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs Individual teacher meetings to discuss lesson planning and implementation FCIM Miniassessments Writing - Monthly assessments through English/Language Arts classes Student Grades

G3. To increase the attendance rate to 93% Reduce the number of Out-of-School Suspensions by 50% (66) (based on 290 students) To reduce the dropout rate in each cohort to 4% (11)

G3.B1 Failed academic courses in 9th, 10th or 11th grades Student unable to pass one or more parts of the FCAT in reading or math Motivation

G3.B1.S1 Implementation of ACT/SAT Preparation online course on campus Extended Day Remediation Period Check & Connect Program for 9th graders to prevent students from dropping out of school School-wide Check & Connect Advocate Clusters by grade levels Reading, Math, Science Coaches on site for teacher and student support (student pull- outs in small groups) Goal Setting for Success & Action Plans Offer additional courses that are rigorous (Advanced Placement) and high interest for students Emphasize parental involvement Establish and maintain mentor programs Offer technology based courses (Digital Design)

Action Step 1

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

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the year.

Evidence of Completion

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

Facilitator:

Principal, Leadership Team

Participants:

Student Services Team

Plan to Monitor Fidelity of Implementation of G3.B1.S1

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

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the year.

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the year.

Evidence of Completion

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

G4. Through Title I 45% (146) Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. The emphasis will be the use Title I funds to promote and ensure parent involvement.

G4.B1 Motivation Lack of education Value of education Transportation

G4.B1.S1 Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities Use Title I funds to promote and enhance parent involvement projects

Action Step 1

Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On- going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs Title I Intervention Teacher

Facilitator:

Principal, Leadership Team

Participants:

Student Services Team

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and Title I Intervention Teacher Check and Connect program

Plan to Monitor Effectiveness of G4.B1.S1

Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and Title I Intervention Teacher

G5. 90% of the students taking the Digital Design course passed the CTE Exam and earned college credit.

G5.B1 Student levels of academic performance Students may not have access to a computer at home

G5.B1.S1 Increase the number of course offerings in technology Increase the number of students taking digital design and journalism

Action Step 1

Based on the analysis of student graduation track and assess and reference the need for courses.

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

End of the year assessment. Scores will determine certification and credit for college

Facilitator:

Principal, Leadership Team

Participants:

Vocational Education Department

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Based on the analysis of student graduation track and assess and monitor CTE needs.

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

End of the year assessment, mini-assessments scores and grades will be monitored for progress

Plan to Monitor Effectiveness of G5.B1.S1

Based on the analysis of student graduation track and assess and monitor CTE needs.

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

End of the year assessment, mini-assessments scores and grades will be monitored for progress

G6. Increase the level of proficiency of all students in science, math and technology by 25% (86)

G6.B1 Students levels of academic performance in the areas of math and science Skill levels in the area of technology

G6.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Focused instruction in Extended Day Program Integration of technology-based supports as part of instruction Intervention classes to target Geometry and measurement benchmarks

Action Step 1

Implementation will be based on the analysis of student achievement data to reference and defined areas for need in improvement

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and reading coach data.

Facilitator:

Principal, Leadership Team

Participants:

Science and Math departments

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Strategies will be monitored through analysis of student achievement data to reference and define areas in need of improvement and classroom walkthroughs.

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and math coach data Data chats with students and teachers to set goals and monitor student progress.

Plan to Monitor Effectiveness of G6.B1.S1

Progress monitoring will be continuous through the year using analysis of student achievement data to reference and define areas in need of improvement and classroom walkthrough data

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and reading coach data. Mini-assessments Quarterly On-Track Assessments Lesson Study Student grades.

G7. Increase the level of proficiency by 35% (20) on the Science Goal #1a: 2014 FCAT Science Test Increase the Biology EOC proficiency to 65% student pass rate

G7.B1 Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Behavior Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary

G7.B1.S1 Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science. Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students. Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard Principal Assistant Principal FCIM / Title I Intervention Teacher Student Support Services Team Members Counselor. Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes Monitor use of Pacing Guides with fidelity Monitor Progress of Inquiry Labs and Reality Labs PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies Bi-weekly Student Support Services Team Meetings Education Planning Team Meetings Individual teacher meetings to discuss lesson planning and implementation Review of Data chats once every 9 weeks Teachers sharing best practices Student Grades Mini-assessments OnTrack Assessments Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal) Use of Lesson Study data to address strengths and areas in need of development Interactive Notebooks Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Targeted Extended Day Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed Use the Florida Biology Benchmark Review and Practice Test Prep book to assess standards readiness and mastery

Action Step 1

Individual teacher meetings to discuss lesson planning and implementation Review of Data chats once every 9 weeks Teachers sharing best practices Student Grades Mini-assessments OnTrack Assessments Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal) Use of Lesson Study data to address strengths and areas in need of development

Person or Persons Responsible

Teachers Principal Assistant Principal Academic Coaches Counselor

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs.

Facilitator:

Principal, Assistant Principal

Participants:

Science Department

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes Monitor use of Pacing Guides with fidelity Monitor Progress of Inquiry Labs and Reality Labs PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies Bi-weekly Student Support Services Team Meetings Education Planning Team Meetings

Person or Persons Responsible

PLC's, Principal Assistant Principal Academic Coaches Counselor

Target Dates or Schedule

On Going

Evidence of Completion

Year end compilation of data to monitor effectiveness of programs. Use of data from classroom walk-throughs and reading coach data.

Plan to Monitor Effectiveness of G7.B1.S1

Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes

Person or Persons Responsible

Teachers Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and reading coach data.

G8. To increase the number of students who are at or above proficiency in math in all subgroups by 50% (70) on the 2014 FCAT Math Test

G8.B1 Student levels of academic performance, Motivation, Attendance, Home Support, Student levels of basic math skills, Behavior, Meaningful/relevant resources available

G8.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Instructional Sequence Training. Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write highly effective lesson plans. Use effective instructional strategies (Marzano, Kagan, CRISS) Tutorial - UF College Outreach Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua ESchool online courses during the day Programs: Discovery Learning Big Idea Math Series. Mountain Math, V Math, Use Professional Learning Community to collaborate on common methodology. Use intervention classes to target geometry and measurement benchmarks Enrichment for higher level students. Targeted Extended Time Lesson Study, Home Visits

Action Step 1

Based on the analysis of student achievement data to reference and define areas in need of improvement

Person or Persons Responsible

Teachers Principal Assistant Principal Academic Coaches Counselor, Math Coach.

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and math coach data.

Facilitator:

Principal, Assistant Principal, Math Coach

Participants:

Teachers Principal Assistant Principal Academic Coaches Counselor Math Coach

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Strategies will be monitored based on the analysis of student achievement data to reference and define areas in need of improvement, Classroom walk-throughs and progress monitoring

Person or Persons Responsible

Teachers Principal Assistant Principal Academic Coaches Counselor

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and math coach data.

Plan to Monitor Effectiveness of G8.B1.S1

Strategies will be monitored through progress monitoring through the analysis of student achievement data referenced and classroom walkthrough data to define areas in need of improvement and program effectiveness.

Person or Persons Responsible

Teachers Principal Assistant Principal Academic Coaches Counselor, Math Coach

Target Dates or Schedule

On Going throughout the year

Evidence of Completion

Use of data at end of the year to render effectiveness of programs. Use of data from classroom walk-throughs and math coach data will be used to create a template for program effectiveness

G9. To increase the number of students who are reading at or above proficiency in all subgroups by 50% (115).
2013 Current Level of Performance: 2014 Expected Level of Performance: 23% (61) of students achieved mastery on the 2012 FCAT Reading Test 50%

G9.B1 Student levels of academic performance, Motivation, Attendance, Home Support, Student levels of basic math skills, Behavior, Meaningful/Relevant resources available

G9.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance. Close Reading & Comprehension Instructional Sequence Training

Action Step 1

Based on the analysis of student achievement data, and reference to define areas in need of improvement

Person or Persons Responsible

Teachers Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and reading coach data.

Facilitator:

Principal, Assistant Principal, Literacy Team

Participants:

Teachers Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Use of multiple strategies to monitor progress in line with student achievement

Person or Persons Responsible

Teachers, Principal, Assistant Principal, Academic Coaches, Counselor, /Intervention Teacher

Target Dates or Schedule

On-Going monitor progress will be throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs, reading coach data.and Title I teacher (FCIM).

Plan to Monitor Effectiveness of G9.B1.S1

Use of multiple strategies to monitor progress in line with student achievement

Person or Persons Responsible

Teachers, Principal, Assistant Principal, Academic Coaches, Counselor, /Intervention Teacher

Target Dates or Schedule

On-Going monitor progress will be throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs, reading coach data.and Title I teacher (FCIM).

G9.B1.S2 Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers. Provide follow up training on how to write and implement highly effective lesson plans. Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS). Lesson Study Targeted Extended Time. Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e. members: school nurse, resource officer, counselor, cafe manager, deans,administrators) Family Literacy Night, One Book One School, Tutorial: UF College Reach Out Program (CROP) after school.

Action Step 1

To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test

Person or Persons Responsible

White 15% (21), Black 12% (17), Hispanic 0% (0), Asian 0% (0), American Indian 0% (0) made satisfactory progress on the 2013 FCAT Reading Test

Target Dates or Schedule

On Going throughout the year

Evidence of Completion

Collection of data from sources such as:Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students and Teacher Appraisals

Facilitator:

Principal and Assistant Principal

Participants:

All reading teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers

Person or Persons Responsible

Teachers, students, coaches and administration

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Collection of data from sources such as: Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students and Teacher Appraisals

Plan to Monitor Effectiveness of G9.B1.S2

Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Tutorial: UF Credit Retrieval Program (CROP) Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua e-School online courses during the day School-wide Writing Plan Writing Training Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide training on how to write and implement highly effective lesson plans Teacher use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS)\ Teacher to use Differentiated Instruction during reading instruction Lesson Study Targeted Extended Time Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e., members: school nurse, resource officer, counselor, cafe manager, deans, administrators)

Person or Persons Responsible

Principal. Asst. Principal. Leadership Team, Coaches

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Collection of data from sources such as: Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students and Teacher Appraisals

G10. 50% (30) of students will score a Level 3 on the U.S. History End of Course Exam 50% (26) of students will score a Level 3 on the Civics End of Course Exam

G10.B1 Student levels of academic performance Behavior Attendance Home Support Classroom space and class size Student levels of academic performance Motivation Attendance Home Support Student levels of basic math skills Behavior Meaningful/relevant resources available

G10.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence Training

Action Step 1

Action steps will be based on the analysis of student achievement data to reference and define areas in need of improvement

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs

Facilitator:

Principal, Assistant Principal, Leadership Team

Participants:

Social Studies Department

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Strategies will be monitored on the analysis of student achievement data to reference and define areas in need of improvement and classroom walkthroughs

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs

Plan to Monitor Effectiveness of G10.B1.S1

Strategies will be monitored on the analysis of student achievement data to reference and define areas in need of improvement and classroom walkthroughs

Person or Persons Responsible

Leadership Team, Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs

G10.B1.S2 Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write highly effective lesson plans Use effective instructional strategies(Marzano, Kagan, CRISS)Tutorial - UF College Outreach Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua ESchool online courses during the day

Action Step 1

Action steps will be based on the analysis of student achievement data to reference and define areas in need of improvement

Person or Persons Responsible

Principal Assistant Principal Reading Coach Title I FCIM/Intervention

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Weekly Department Meetings

Facilitator:

Principal, Assistant Principal, Leadership team

Participants:

Social Studies Department

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Action steps will be based on the analysis of student achievement data to reference and define areas in need of improvement

Person or Persons Responsible

Principal Assistant Principal Reading Coach Title I FCIM/Intervention

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Weekly Department Meetings

Plan to Monitor Effectiveness of G10.B1.S2

Action steps will be based on the analysis of student achievement data to reference and define areas in need of improvement

Person or Persons Responsible

Principal Assistant Principal Reading Coach Title I FCIM/Intervention

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Weekly Department Meetings

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. All homeroom teachers will use the class roster distributed at the beginning of the meeting to document the return of the signed parents right letters. This is the first of the three attempts we must make for the return of the signed parents right letters.

Parent Resource Notebook - Continuous work in progress. Contains copies of the district parent involvement plan, school parent involvement plan, home-school compact, school improvement plan, SPAR report, Title 1 Part A budget, Title 1 parent involvement budget, parent web resources and additional parent resources. Located in front office conference room.

Parent Involvement Plan - Work in progress. Shared what we have thus far. Will notify of any and all changes as they come available. Final product will be placed in Parent Resource Notebook.

Title 1 Home-School Compact - Work in progress. Shared what we have thus far. Will notify of any and all changes as they come available. Final product will be placed in Parent Resource Notebook. Everyone must reference during conferences.

Parent/Guardian Contacts - Please document all contacts (phone, e-mail, etc) in regards to academics. Feel free to use log emailed by Garrison per Mrs. Carter or one of your choice.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase the level of proficiency in writing on the 2014 FCAT Writing Test by 50% (97)

G1.B1 Motivation Attendance Student levels of reading and writing Behavior Writing emphasis is not embedded in the READ 180 Program or Jamestown Navigator Program

G1.B1.S1 Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/scaffolding Use of Webb's Depth of Knowledge Lesson Study Provide more opportunities for students to practice writing Text Complexity/Higher Order Questioning Close Reading & Comprehension Instructional Sequence Training

PD Opportunity 1

Steps will be based on the analysis of student achievement data to reference and defined areas in need of improvement

Facilitator

Principal, Leadership Team

Participants

English, Language Arts teachers

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs Individual teacher meetings to discuss lesson planning and implementation FCIM Mini-assessments Writing - Monthly assessments through English/Language Arts classes Student Grades

G3. To increase the attendance rate to 93% Reduce the number of Out-of-School Suspensions by 50% (66) (based on 290 students) To reduce the dropout rate in each cohort to 4% (11)

G3.B1 Failed academic courses in 9th, 10th or 11th grades Student unable to pass one or more parts of the FCAT in reading or math Motivation

G3.B1.S1 Implementation of ACT/SAT Preparation online course on campus Extended Day Remediation Period Check & Connect Program for 9th graders to prevent students from dropping out of school School-wide Check & Connect Advocate Clusters by grade levels Reading, Math, Science Coaches on site for teacher and student support (student pull- outs in small groups) Goal Setting for Success & Action Plans Offer additional courses that are rigorous (Advanced Placement) and high interest for students Emphasize parental involvement Establish and maintain mentor programs Offer technology based courses (Digital Design)

PD Opportunity 1

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

Facilitator

Principal, Leadership Team

Participants

Student Services Team

Target Dates or Schedule

On Going throughout the year.

Evidence of Completion

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

G4. Through Title I 45% (146) Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. The emphasis will be the use Title I funds to promote and ensure parent involvement.

G4.B1 Motivation Lack of education Value of education Transportation

G4.B1.S1 Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities Use Title I funds to promote and enhance parent involvement projects

PD Opportunity 1

Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities

Facilitator

Principal, Leadership Team

Participants

Student Services Team

Target Dates or Schedule

On- going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs Title I Intervention Teacher

G5. 90% of the students taking the Digital Design course passed the CTE Exam and earned college credit.

G5.B1 Student levels of academic performance Students may not have access to a computer at home

G5.B1.S1 Increase the number of course offerings in technology Increase the number of students taking digital design and journalism

PD Opportunity 1

Based on the analysis of student graduation track and assess and reference the need for courses.

Facilitator

Principal, Leadership Team

Participants

Vocational Education Department

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

End of the year assessment. Scores will determine certification and credit for college

G6. Increase the level of proficiency of all students in science, math and technology by 25% (86)

G6.B1 Students levels of academic performance in the areas of math and science Skill levels in the area of technology

G6.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Focused instruction in Extended Day Program Integration of technology-based supports as part of instruction Intervention classes to target Geometry and measurement benchmarks

PD Opportunity 1

Implementation will be based on the analysis of student achievement data to reference and defined areas for need in improvement

Facilitator

Principal, Leadership Team

Participants

Science and Math departments

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and reading coach data.

G7. Increase the level of proficiency by 35% (20) on the Science Goal #1a: 2014 FCAT Science Test Increase the Biology EOC proficiency to 65% student pass rate

G7.B1 Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Behavior Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary

G7.B1.S1 Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science. Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students. Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard Principal Assistant Principal FCIM / Title I Intervention Teacher Student Support Services Team Members Counselor. Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes Monitor use of Pacing Guides with fidelity Monitor Progress of Inquiry Labs and Reality Labs PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies Bi-weekly Student Support Services Team Meetings Education Planning Team Meetings Individual teacher meetings to discuss lesson planning and implementation Review of Data chats once every 9 weeks Teachers sharing best practices Student Grades Mini-assessments OnTrack Assessments Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal) Use of Lesson Study data to address strengths and areas in need of development Interactive Notebooks Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Targeted Extended Day Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed Use the Florida Biology Benchmark Review and Practice Test Prep book to assess standards readiness and mastery

PD Opportunity 1

Individual teacher meetings to discuss lesson planning and implementation Review of Data chats once every 9 weeks Teachers sharing best practices Student Grades Mini-assessments OnTrack Assessments Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal) Use of Lesson Study data to address strengths and areas in need of development

Facilitator

Principal, Assistant Principal

Participants

Science Department

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs.

G8. To increase the number of students who are at or above proficiency in math in all subgroups by 50% (70) on the 2014 FCAT Math Test

G8.B1 Student levels of academic performance, Motivation, Attendance, Home Support, Student levels of basic math skills, Behavior, Meaningful/relevant resources available

G8.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Instructional Sequence Training. Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write highly effective lesson plans. Use effective instructional strategies (Marzano, Kagan, CRISS) Tutorial - UF College Outreach Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua ESchool online courses during the day Programs: Discovery Learning Big Idea Math Series. Mountain Math, V Math, Use Professional Learning Community to collaborate on common methodology. Use intervention classes to target geometry and measurement benchmarks Enrichment for higher level students. Targeted Extended Time Lesson Study, Home Visits

PD Opportunity 1

Based on the analysis of student achievement data to reference and define areas in need of improvement

Facilitator

Principal, Assistant Principal, Math Coach

Participants

Teachers Principal Assistant Principal Academic Coaches Counselor Math Coach

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and math coach data.

G9. To increase the number of students who are reading at or above proficiency in all subgroups by 50% (115).
2013 Current Level of Performance: 2014 Expected Level of Performance: 23% (61) of students achieved mastery on the 2012 FCAT Reading Test 50%

G9.B1 Student levels of academic performance, Motivation, Attendance, Home Support, Student levels of basic math skills, Behavior, Meaningful/Relevant resources available

G9.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance. Close Reading & Comprehension Instructional Sequence Training

PD Opportunity 1

Based on the analysis of student achievement data, and reference to define areas in need of improvement

Facilitator

Principal, Assistant Principal, Literacy Team

Participants

Teachers Principal Assistant Principal Academic Coaches Counselor Title I /Intervention Teacher

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs and reading coach data.

G9.B1.S2 Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers. Provide follow up training on how to write and implement highly effective lesson plans. Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS). Lesson Study Targeted Extended Time. Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e. members: school nurse, resource officer, counselor, cafe manager, deans, administrators) Family Literacy Night, One Book One School, Tutorial: UF College Reach Out Program (CROP) after school.

PD Opportunity 1

To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test

Facilitator

Principal and Assistant Principal

Participants

All reading teachers

Target Dates or Schedule

On Going throughout the year

Evidence of Completion

Collection of data from sources such as: Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students and Teacher Appraisals

G10. 50% (30) of students will score a Level 3 on the U.S. History End of Course Exam 50% (26) of students will score a Level 3 on the Civics End of Course Exam

G10.B1 Student levels of academic performance Behavior Attendance Home Support Classroom space and class size Student levels of academic performance Motivation Attendance Home Support Student levels of basic math skills Behavior Meaningful/relevant resources available

G10.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence Training

PD Opportunity 1

Action steps will be based on the analysis of student achievement data to reference and define areas in need of improvement

Facilitator

Principal, Assistant Principal, Leadership Team

Participants

Social Studies Department

Target Dates or Schedule

On Going throughout the school year

Evidence of Completion

Use of data throughout the year to monitor effectiveness of programs. Use of data from classroom walk-throughs

G10.B1.S2 Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write highly effective lesson plans Use effective instructional strategies(Marzano, Kagan, CRISS)Tutorial - UF College Outreach Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua ESchool online courses during the day

PD Opportunity 1

Action steps will be based on the analysis of student achievement data to reference and define areas in need of improvement

Facilitator

Principal, Assistant Principal, Leadership team

Participants

Social Studies Department

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Weekly Department Meetings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	Through Title I 45% (146) Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. The emphasis will be the use Title I funds to promote and ensure parent involvement.	\$2,100
Total		\$2,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
District Funding	\$0	\$0	\$0
District Funded	\$0	\$0	\$0
Title 1 grant	\$2,100	\$0	\$2,100
District Vocational Education	\$0	\$0	\$0
District Funded United Way of Alachua County	\$0	\$0	\$0
Total	\$2,100	\$0	\$2,100

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase the level of proficiency in writing on the 2014 FCAT Writing Test by 50% (97)

G1.B1 Motivation Attendance Student levels of reading and writing Behavior Writing emphasis is not embedded in the READ 180 Program or Jamestown Navigator Program

G1.B1.S1 Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/scaffolding Use of Webb's Depth of Knowledge Lesson Study Provide more opportunities for students to practice writing Text Complexity/Higher Order Questioning Close Reading & Comprehension Instructional Sequence Training

Action Step 1

Steps will be based on the analysis of student achievement data to reference and defined areas in need of improvement

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

District Funded

Amount Needed

\$0

G3. To increase the attendance rate to 93% Reduce the number of Out-of-School Suspensions by 50% (66) (based on 290 students) To reduce the dropout rate in each cohort to 4% (11)

G3.B1 Failed academic courses in 9th, 10th or 11th grades Student unable to pass one or more parts of the FCAT in reading or math Motivation

G3.B1.S1 Implementation of ACT/SAT Preparation online course on campus Extended Day Remediation Period Check & Connect Program for 9th graders to prevent students from dropping out of school School-wide Check & Connect Advocate Clusters by grade levels Reading, Math, Science Coaches on site for teacher and student support (student pull- outs in small groups) Goal Setting for Success & Action Plans Offer additional courses that are rigorous (Advanced Placement) and high interest for students Emphasize parental involvement Establish and maintain mentor programs Offer technology based courses (Digital Design)

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

District Funded United Way of Alachua County

Amount Needed

\$0

G4. Through Title I 45% (146) Annual Meeting - Will be held on 09-16-13 from 6:00 - 6:30. The emphasis will be the use Title I funds to promote and ensure parent involvement.

G4.B1 Motivation Lack of education Value of education Transportation

G4.B1.S1 Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities Use Title I funds to promote and enhance parent involvement projects

Action Step 1

Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

Title 1 grant

Amount Needed

\$2,100

G5. 90% of the students taking the Digital Design course passed the CTE Exam and earned college credit.

G5.B1 Student levels of academic performance Students may not have access to a computer at home

G5.B1.S1 Increase the number of course offerings in technology Increase the number of students taking digital design and journalism

Action Step 1

Based on the analysis of student graduation track and assess and reference the need for courses.

Resource Type

Evidence-Based Materials

Resource

District funds will cover the cost of CTE programs. The district will promote testing of students who are under the new graduation plan. students who in the 24 credit program can opt to take CTE courses in lieu of math /science classes

Funding Source

District Vocational Education

Amount Needed

\$0

G6. Increase the level of proficiency of all students in science, math and technology by 25% (86)

G6.B1 Students levels of academic performance in the areas of math and science Skill levels in the area of technology

G6.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Focused instruction in Extended Day Program Integration of technology-based supports as part of instruction Intervention classes to target Geometry and measurement benchmarks

Action Step 1

Implementation will be based on the analysis of student achievement data to reference and defined areas for need in improvement

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

District Funded

Amount Needed

\$0

G7. Increase the level of proficiency by 35% (20) on the Science Goal #1a: 2014 FCAT Science Test Increase the Biology EOC proficiency to 65% student pass rate

G7.B1 Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Behavior Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary

G7.B1.S1 Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science. Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students. Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard Principal Assistant Principal FCIM / Title I Intervention Teacher Student Support Services Team Members Counselor. Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes Monitor use of Pacing Guides with fidelity Monitor Progress of Inquiry Labs and Reality Labs PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies Bi-weekly Student Support Services Team Meetings Education Planning Team Meetings Individual teacher meetings to discuss lesson planning and implementation Review of Data chats once every 9 weeks Teachers sharing best practices Student Grades Mini-assessments OnTrack Assessments Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal) Use of Lesson Study data to address strengths and areas in need of development Interactive Notebooks Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Targeted Extended Day Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed Use the Florida Biology Benchmark Review and Practice Test Prep book to assess standards readiness and mastery

Action Step 1

Individual teacher meetings to discuss lesson planning and implementation Review of Data chats once every 9 weeks Teachers sharing best practices Student Grades Mini-assessments OnTrack Assessments Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal) Use of Lesson Study data to address strengths and areas in need of development

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

District Funded

Amount Needed

\$0

G8. To increase the number of students who are at or above proficiency in math in all subgroups by 50% (70) on the 2014 FCAT Math Test

G8.B1 Student levels of academic performance, Motivation, Attendance, Home Support, Student levels of basic math skills, Behavior, Meaningful/relevant resources available

G8.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Instructional Sequence Training. Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write highly effective lesson plans. Use effective instructional strategies (Marzano, Kagan, CRISS) Tutorial - UF College Outreach Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua ESchool online courses during the day Programs: Discovery Learning Big Idea Math Series. Mountain Math, V Math, Use Professional Learning Community to collaborate on common methodology. Use intervention classes to target geometry and measurement benchmarks Enrichment for higher level students. Targeted Extended Time Lesson Study, Home Visits

Action Step 1

Based on the analysis of student achievement data to reference and define areas in need of improvement

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

District Funding

Amount Needed

\$0

G9. To increase the number of students who are reading at or above proficiency in all subgroups by 50% (115).
2013 Current Level of Performance: 2014 Expected Level of Performance: 23% (61) of students achieved mastery on the 2012 FCAT Reading Test 50%

G9.B1 Student levels of academic performance, Motivation, Attendance, Home Support, Student levels of basic math skills, Behavior, Meaningful/Relevant resources available

G9.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance. Close Reading & Comprehension Instructional Sequence Training

Action Step 1

Based on the analysis of student achievement data, and reference to define areas in need of improvement

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

District Funding

Amount Needed

\$0

G9.B1.S2 Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers. Provide follow up training on how to write and implement highly effective lesson plans. Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS). Lesson Study Targeted Extended Time. Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e. members: school nurse, resource officer, counselor, cafe manager, deans, administrators) Family Literacy Night, One Book One School, Tutorial: UF College Reach Out Program (CROP) after school.

Action Step 1

To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

District Funding

Amount Needed

\$0

G10. 50% (30) of students will score a Level 3 on the U.S. History End of Course Exam 50% (26) of students will score a Level 3 on the Civics End of Course Exam

G10.B1 Student levels of academic performance Behavior Attendance Home Support Classroom space and class size Student levels of academic performance Motivation Attendance Home Support Student levels of basic math skills Behavior Meaningful/relevant resources available

G10.B1.S1 Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence Training

Action Step 1

Action steps will be based on the analysis of student achievement data to reference and define areas in need of improvement

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

District Funding

Amount Needed

\$0

G10.B1.S2 Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write highly effective lesson plans Use effective instructional strategies(Marzano, Kagan, CRISS)Tutorial - UF College Outreach Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua ESchool online courses during the day

Action Step 1

Action steps will be based on the analysis of student achievement data to reference and define areas in need of improvement

Resource Type

Evidence-Based Program

Resource

Alachua County Public Schools Curriculum Department

Funding Source

District Funding

Amount Needed

\$0