

Alachua County Public Schools

Hawthorne Middle/High School



2022-23 Schoolwide Improvement Plan

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Hawthorne Middle/High School

21403 SE 69TH AVE, Hawthorne, FL 32640

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

Demographics

Principal: John Green

Start Date for this Principal: 9/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (45%) 2018-19: C (49%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Hawthorne Middle/High School

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		I	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Hawthorne Middle/High School Faculty and Staff strive to provide quality instruction and opportunities for the academic, personal, social, and vocational development of our students in a clean, safe and healthy environment. Our faculty, robust community partnerships, and a Positive Behavior Support (PBS) program, we will produce responsible citizens prepared for success in career and college.

Provide the school's vision statement.

Hawthorne Middle High School through an inclusive environment, produce gains in student achievement, utilize community resources and support, ensure that students learn authentic skills, provide opportunities for and maintain a safe learning environment for all members of the school family.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Stanford, Ginger	Principal	Oversees the Instructional and Non-Instructional staff of the school. Organizes a platform for staff to give input.
McLeod, Lisa	Assistant Principal	
Verschaeve, Annette	Other	
Doll, Karen	School Counselor	
Leggon, Petrina	Other	
Daniels, Cedderick	Dean	
Steward, May	Other	
Hicks, Ben	Instructional Technology	Oversees the use of technology schoolwide. Supports PD with technology and engaging students in use of technology. As Department head communicates with Administration and his department to instruct with BEST Standards and prepare students for rigorous assessments.
Downing, Melinda	Instructional Coach	Mrs. Downing oversees the organization of Title 1 programs, data collection, support for teachers and students, Professional development coordination, budget implementation and planning with SAC, Team Leader and Administration.
Withers, Nicole	Instructional Coach	District provided ELA/ Reading coach to support implementation of BEST standards, provide Professional Development, work with students and teachers to use District programs - Iready and Reading Plus to track data and support students to targeted learning goals.

Demographic Information

Principal start date

Thursday 9/15/2022, John Green

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

451

Identify the number of instructional staff who left the school during the 2021-22 school year.

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	61	69	65	71	83	60	50	459	
Attendance below 90 percent	0	0	0	0	0	0	27	18	32	23	24	21	22	167	
One or more suspensions	0	0	0	0	0	0	7	12	13	12	14	5	4	67	
Course failure in ELA	0	0	0	0	0	0	9	3	3	3	1	3	2	24	
Course failure in Math	0	0	0	0	0	0	6	9	10	10	3	4	4	46	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	33	21	28	35	35	20	0	172	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	35	34	25	25	0	0	0	119	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	33	21	28	35	35	20	0	172	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	40	33	41	41	41	23	5	224	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 9/8/2022

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	66	61	85	84	73	50	56	475	
Attendance below 90 percent	0	0	0	0	0	0	17	14	23	20	22	15	19	130	
One or more suspensions	0	0	0	0	0	0	3	1	3	1	1	2	0	11	
Course failure in ELA	0	0	0	0	0	0	4	3	4	7	3	1	1	23	
Course failure in Math	0	0	0	0	0	0	5	4	6	7	6	2	2	32	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	9	19	18	29	18	14	19	126	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	30	16	27	14	13	23	132	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	19	18	29	18	14	19	126	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	12	21	17	22	16	13	17	118	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	2	2	3	3	5	3	18	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	66	61	85	84	73	50	56	475	
Attendance below 90 percent	0	0	0	0	0	0	17	14	23	20	22	15	19	130	
One or more suspensions	0	0	0	0	0	0	3	1	3	1	1	2	0	11	
Course failure in ELA	0	0	0	0	0	0	4	3	4	7	3	1	1	23	
Course failure in Math	0	0	0	0	0	0	5	4	6	7	6	2	2	32	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	9	19	18	29	18	14	19	126	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	30	16	27	14	13	23	132	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	19	18	29	18	14	19	126	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	12	21	17	22	16	13	17	118	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	2	2	3	3	5	3	18	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	57%	51%				41%	59%	56%
ELA Learning Gains	36%						38%	52%	51%
ELA Lowest 25th Percentile	26%						36%	39%	42%
Math Achievement	35%	30%	38%				42%	54%	51%
Math Learning Gains	46%						44%	54%	48%
Math Lowest 25th Percentile	53%						33%	48%	45%
Science Achievement	24%	48%	40%				39%	68%	68%
Social Studies Achievement	48%	47%	48%				64%	75%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	21%	53%	-32%	54%	-33%
Cohort Comparison						
07	2022					
	2019	45%	54%	-9%	52%	-7%
Cohort Comparison		-21%				
08	2022					
	2019	42%	61%	-19%	56%	-14%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	35%	52%	-17%	55%	-20%
Cohort Comparison						
07	2022					
	2019	49%	59%	-10%	54%	-5%
Cohort Comparison		-35%				
08	2022					
	2019	42%	27%	15%	46%	-4%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	54%	-16%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	66%	-23%	67%	-24%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	69%	-14%	71%	-16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	71%	3%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	56%	-29%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	48%	-18%	57%	-27%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	10	24	27	16	43	50	18	17		100	40
BLK	15	27	25	18	44	65	10	27		100	42
HSP	55										
MUL	30	36		43	45		20				
WHT	41	41	28	41	49	38	32	66	39	100	50
FRL	28	32	24	28	43	55	24	40	45	100	48
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	25	22	4	24	20	13	15			
BLK	16	37	29	10	22	18	12	33	50	94	47
HSP	27			10	10						
MUL	26	43		30	36			17			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	38	44	29	39	35	27	27	38	47	95	21
FRL	25	39	32	25	27	20	14	29	50	93	37
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	46	45	17	32	25	38	41			
BLK	33	42	40	26	31	27	40	47		100	20
HSP	45			60							
MUL	60	70		55							
WHT	43	29	29	52	55	42	36	72		93	44
FRL	36	34	31	36	38	22	38	61		89	24

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Attendance is an issue across grade levels, course failure for last years 7th, 8th and 9th graders is twice as high as other grade levels. Resulting in 8 students retained in 8th grade going into the 22-23 school year - this grade level also has 4 students retained two or more years. Over 50 % of student meet two or more of the early warning indicators. There was growth in Learning gains in lowest quartile for math - for FRL subgroup - increase of 35 points learning gain in math for AA students - increase of 47 points, multi-racial - math learning gains 9 points, ELA had less growth but did make some increases for Multi-racial students of 4 points, Hispanic students - 28 points. There are three subgroups that fall below 41% - Students with disabilities at 35 % for the third year, African American Students at 37 % and Multi-racial for at 35 % for the 1st year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Both ELA and Math are two areas that show the greatest need for improvement. While math showed some growth from the 19-20 to the 21-22 school year, it only improved by 2% (from 28% of students who earned a Level 1 to 26% of students who earned a Level 1). From 18-19 to 21-22 the math has gained 20 % points. The actual number of students who earned a Level 1 in math increased throughout all grade levels, with 6th grade being the highest.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Attendance issues in the 21-22 school year is a major contributing factor to the low test scores denoted in the data.

Increased EPT meetings with students and parents to stress the importance of attendance and ascertain if there are any needs the family has that are influencing the attendance issues and how the school can support the families.

Continuing to use IXL and do diagnostic growth assessments with students three times a year while allowing students to focus on their areas of needed growth to supplement the curriculum standards being taught. Working to deploy the laptop project that will allow internet and access to students to district program like IXL and Iready at home will increase their growth opportunities beyond the school day. Being with strategic data chats with students - to help students know where they are at with past FSA, current FAST progress monitoring, Iready, Reading Plus for 9th & 10th graders and IXL diagnostic, students will be able to set goals - check through the year if they reached those goals and reset for the next phase.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math lowest quartile learning gains in 2021-22 made the largest increase over the previous year. The learning gains of all math students increased to seventeen points and math achievement was up 8 points to 35%. This begins with hiring and supporting teachers to retain them within the department. Students returning from virtual learning for 2 years required teachers to identify their levels and find ways to Increase summer math activities. Supporting students math strategies with IXL for 6th -8th grade students, increasing number of students taking advanced math and being prepared and ready for

Algebra in 8th grade. The math department will work this year to increase student data chats and allow students to have a voice in their goals for the term, as they work to improve areas of deficit. The math teachers worked collaborative with district staff to get a better understanding of AIMS and FSA data. This year teachers will work to have a greater awareness of the BEST standards, as a department and the new ALEKS and FAST progress monitoring programs. They will continue to collaborate monthly as they work through issues with the new math textbooks and support within the grade levels. The collaboration allowed for teachers to plan and implement standards with greatest of confidence.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Increasing the amount of students taking Advanced Math courses starting in 6th grade, 7th grade adding more and 8th grade every child who has a 3 or above on previous FSA or a teacher recommendation if they are high 2 with the work ethic to be successful. Students who can be pushed to take higher level math are encouraged and supported. Title I funds are used to purchase supplemental web-based math programs to support math instruction and acceleration for Algebra I & II as well as Geometry.

During the year teachers have used IXL to monitor and support students ability to master standards. We need to focus and support our three sub-groups more in this area- African American students, Multi-racial and student with disabilities.

This year we are providing additional co-teach options to support students with disabilities to provide additional instruction in smaller groups and support to help mastery.

In ELA we have added Cambridge level course for high school students. Title I funds are utilized to provide supplemental materials and resources to support the implementation of the Cambridge initiative. allowing students who need intervention to have dedicated courses to support their learning with Reading plus for several days a week in 9th & 10th grade and Iready in 6th -8th grade for student struggling to make achievement of a 3 the prior year.

What strategies will need to be implemented in order to accelerate learning?

After-school tutoring is available to any student who needs it. This includes targeted areas such as ELA and math, as well as ACT/SAT-focused tutoring to help students achieve concordant scores.

Professional development centered around achieving learning gains in the classroom with a focus on data chats and data analysis. Title I funds are used to support after-school tutoring to any student who needs academic support. This program includes targeted areas such as ELA and Math as well as support for students preparing for the ACT/SAT to achieve concordant scores. Students are able to have additional content area periods in multiple academic courses enabling them to _____ that is supported by Title I funded personnel. Title I funds are utilized to provide supplemental periods of daily instruction in a variety content areas to further reduced class sizes and increase student engagement

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our focus on acceleration begins in the spring of the past year- track a three major data points to identify students who could and need to be pushed- AIMS, FSA and teacher recommendation. We have continued the diversity and number of students able to accelerate in all academic areas. Providing increased advanced classes in Science and History has also helped with behaviors and allowed students to see their potential as an advanced student. Teachers work to improve their engagement strategies through content area reading focuses. Through the departments teacher have regular data chats which will result in training in IXL, Iready, and FAST progress monitoring. Helping drive a student focused learning environment that encourages students to value their data.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Requiring all students to be in attendance, supporting families with our Family liaison, student support team and truancy tracking will help ensure less days of school are missed. Increasing our restorative practices to decrease suspensions, time out of the classroom and strong relationships that support students desire to learn from faculty that has a greater understanding of whole child.

Title 1 tutoring will help provide opportunities to support these students, with many students have limited access to afterschool programs, internet at home and extracurricular programs to enhance their learning in the community. Working to communicate with each family and students when they are out will allow them to keep up with work and assignments. Great Leaps on fluency will support reading targets for students .

Increased use of BSL circles to increase social emotional discussions weekly in homeroom. Increased PLC learning cohorts with teachers to become more familiar with the practices that decrease behaviors that deescalate with simple comments that can reassure students and allow them to put their defenses to lessen and trust their situation.

Increasing parent involvement events and parental communication as part of the school's Title I Parent & Family Engagement Plan and Home-School Compact. Increasing parental engagement with learning strategies and programs - like College night and Reading Programs.

Students are given enrichment opportunities to tour colleges, explore programs at Universities. Increase student awareness of opportunities beyond graduation through Title I sponsored educational field trips that spotlight College and Career Readiness.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

A strong student efficacy will result in higher student achievement over all grade levels and subgroups

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teachers will use positive referrals to increase attendance and good behavior choices by 10% during the 22-23 school year

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The positive referrals will be turned into the front office who will spotlight those students. The number of discipline referrals will also be monitored.

Person responsible for monitoring outcome:

Lisa McLeod (mcleodlm@gm.sbac.edu)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The PBIS system

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Data shows that consistently implementation of Positive Behavior Strategies with students improve student behavior.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Recreating a PBIS system school-wide that recognizes and rewards students for staying on track with school wide goals. Students who go above and beyond in academics (growth on assessment, improving learning strategies, supporting peers) and set a positive learning environment for themselves and peers by providing supportive behaviors will have the opportunity to be awarded a positive referral. Keeping track of positive referrals that are turned in. Increasing school-wide events for students who have not earned a referral and making sure students understand that focusing toward acceptable school behaviors will give them greater chances to attend these various events - bi-monthly on campus.

Person Responsible

Ginger Stanford (stanfogb@gm.sbac.edu)

Recognizing those who have earned positive referrals- school-wide, calling and involving parents to celebrate positive behaviors.

Person Responsible

Lisa McLeod (mcleodlm@gm.sbac.edu)

Increasing attendance with regular EPT meetings, notification of parent with truancy letters, having the Family Liaison and Social worker identify and support parents to help students attend school regularly. Students who are on zoning exceptions but do not show improvements after warning will have zoning office notified of lack of attendance.

Person Responsible

Ginger Stanford (stanfogb@gm.sbac.edu)

Begin Professional Development and use of Social circles with teachers and students to increase positive mental health of all students on campus. Hawthorne middle high is a unique school in the fact that it is small though students often do not know how to effectively support their peers with kind words and acceptance of individual differences. Using the social circles will increase the students awareness of how to listen, communicate and accept their peers.

Person Responsible

Nicole Withers (withersnl@gm.sbac.edu)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Improving instructional practices through strategic implementation of reading strategies will result in higher achievement for all subgroups across all academic subject areas.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By improving instructional practices focused on Critical Reading strategies, student achievement will improve by 5% utilizing district provided programs.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

iReady, IXL, ALEKS, Reading Plus, FAST PM ELA 6-10 and FAST PM Math 6-8

Person responsible for monitoring outcome:

Petrina Leggon (leggonp@gm.sbac.edu)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

WICOR strategies (Active Reading, focused notes, collaborative study groups)

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

WICOR strategies have been a proven way to increase student achievement

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will engage in profession development centered around WICOR strategies. Documenting in walk throughs use of WICOR strategies in all subjects.

Person Responsible

Ginger Stanford (stanfogb@gm.sbac.edu)

Working with our Reading Coach Science and Social Studies teachers will be working to increase critical reading strategies in their subjects. Increase writing (DBQ in Social Studies) output targeted toward scientific articles. WICOR strategies will be used as part of the critical reading process.

Person Responsible

Lisa McLeod (mcleodlm@gm.sbac.edu)

Detailed data chats that help students set goals for upcoming diagnostics with Iready, IXL, FAST PM. Reports and goals will be sent home to parents. In IEP meetings these goals will be documents as well as placement and use this to help focus students toward growth they can achieve.

Person Responsible

Ginger Stanford (stanfogb@gm.sbac.edu)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

At Hawthorne Middle High School we began this year by asking our teachers to help each student "find the 4 keys to success - Responsible, Respectful, Safe and Persistent" The foundation is supporting our diverse population so that every student can be college and career ready. We want every student to be able to have a voice in their education, take ownership and understand they control their destination, with the support we provide as a school. Our students are learning to be data aware of the targets they need to make growth and set the goal to where they want to be on the upcoming assessments, diagnostics and how this will help them be ready for graduation by being on target with state required scores. Every teacher on campus has a daily schedule that reflects classes that are advanced and regular. Students learn in a block schedule model to allow teachers less preps and students more opportunities to earn credits. Teachers work to incorporate the same high level strategies with all students. In departmental data chats teachers work to identify strategies to differentiate instruction to support students and increase progress monitoring for students who need interventions. Supporting the mental health of every student on campus is critical in necessary following one of the most challenging times in recent history -of isolation. lose of family members, changes to health of family members, trauma and lack of socialization with peers in normal daily routines. All teachers are trained in mental health awareness and support school wide initiatives Teachers have worked to engage students with Social Emotional Circles that are used twice a week in homeroom. Topics of discussion will be provided to engage the students and teachers have been trained on how to support positive discussions that invite students to build relationship with each other and teachers. These relationships support students when stresses arise to find support. When necessary they seek support for families and make additional outside school referrals.

Additionally, they will support teachers in the classroom and serve as Take-Stock Mentors. Teachers work to build relationships with students that support a student's desire to challenge themselves in academics and to be able to trust an adult if they are stressed or facing a problem or challenge they need support to handle. Teachers also serve as mentors to our high-risk students identified and monitored by our Student service team. We also work with Talent Search and Santa Fe Achieve programs to mentor students to support their strategies to overcome frustrations and look forward to college options.

PBIS is a renewed for all stakeholders on campus, Through the school opportunities are given for students to be award PBIS bucks, to spend them in classrooms,, lunches, cafeteria, special grade level or school wide events. Students are engaged to model appropriate behaviors and be recognized for characteristics. PBIS referrals are written and used to support improvement in behaviors, accomplishing goals and achievements.

Teachers are working to help parents understand the expectations that all students will learn and be successful with grade level standards. As the LRE percentage increases school wide inclusion of all students is a top priority. Supporting them with accommodations, increasing parent communication and

setting learning goals that will allow for growth.

Continue to improve parents comfort level by having familiarity with Skyward, Edutone and all the supports that are available with the programs provided by the district and being an advocate for their child is a top Priority. Increasing access to computers, internet and access to district programs is a district and school priority. College Field trips to tour school and have more exposure thanks to Title I funding. Students have additional IXL for Civics and Test Prep for science which supports are struggling readers with data tracking. Parents have data shared with them regularly thanks to Title I funding. support for for In addition to the Title I Annual Parent Meeting, the school will also host a Standards Night and a Family Literacy Night to help parents, families, and students understand the State Standards and provide strategies and tools that can be used at home to enhance parental engagement and increase student achievement.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Administration - Taking an active role in setting a culture, leads by example and sets high expectations for all stakeholders to support success of students. Setting a tone for the year - organizing Professional Development for teachers for the year that focus improving instructional strategies. Working with department chairs to develop a school wide discipline plan that sets clear expectations. Revising the PBIS

plan monthly to increase positive behaviors. Training faculty in Restorative practices that allow students to talk through stresses that are causing them to be unsuccessful in situations.

Faculty -Students are emerged in classes with rules, procedures and routines that set a positive culture and helps them feel safe. The faculty implements social circles in homeroom sets the tone for student's to safely share anything they want with peers - celebration, reminders for other classes, disappointments, fears. The teachers participates and trains students to run so they can overtime facilitate but not control. Teachers are quick to notify administration when any issues arises between students or group of students. So that we can intervene quickly to handle issues before bullying or frustrations to build.

Staff - Everyone who works on campus is critical to helping a student feel welcome and safe. They are help keep their eyes open for anyone who should not be on campus, students who seem distressed or out of class too long or are in need of support of administration or counselors. They work to build relationships - by saying hello, talking to them as they go through the lunch line, enter the bus or pass in the hallway.

Students -In a unique situation the students are in a mixed Middle High 6-12 - Students have the opportunity to take Cambridge courses, be part of the Agricultural magnet, participate in sports programs.

Developing relationships that encourage them.

Keeping Parents and Guardians informed through weekly emails so they are aware of events and opportunities for their child. They play a critical role of advocating for their child and sometimes for other students without always being aware. They provide critical support to structures at home that enable students to be ready to learn at school. Providing supervision for students with peer relationships, participating in sporting activity and limiting access to social media give students the tools to be successful coming from home to school.

School Advisory Council - Parents, Community, Career Service, Student, Teachers- come together to plan, implement and give input to best serve the needs of all students. These meetings provide the ability to participate in discussions and provide feedback regarding school improvement initiatives and the support provided through Title I funding.

Volunteers & Mentors - Mentors are organized through the Guidance department. Talent Search comes several times a week to meet with students Mentors meet weekly with students and support positive check in. Discuss grades, frustrations, what is going on outside of school and they will allow students to bring a friend to lunch time meetings. They attend student sporting games, get to know families and students will often attend their summer camp. Through the Alachua County Education Foundation Take Stock in Children mentors meet with 1st generation potential college students who have been accepted into a scholar program based on

maintaining a 2.5 GPA and limiting discipline issues.

Hawthorne PTSA - Reach out to parents, students and faculty to provide support through advocacy and financial support for programs to benefit all students. This community wide group supports both the

elementary school and Middle/ High.

Our guidance department- (Counselors, Family Liaison and Social Worker) works to extend the support with necessary group therapy and sessions to improve social emotional goals students need to address and find success in to be ready for high school. Social worker does home visits and

District- We regularly work with McKinney-Bento staff, Truancy, ESOL Liaisons to be able to increase communication with families and to provide additional resources for students at home. Professional Development coaches are on campus on a regular basis providing monthly in-services and coaching seminars for teachers - in the areas of Content area Literacy, Classroom Management, Retention support to 1st and 2nd year teachers.