

Alachua County Public Schools

Hawthorne Middle/High School



2023-24

Schoolwide Improvement Plan (SIP)

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Hawthorne Middle/High School

21403 SE 69TH AVE, Hawthorne, FL 32640

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Hawthorne Middle/High School through an inclusive environment will 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Green, John	Principal	
Atchley, Jill	Assistant Principal	
	School Counselor	
Daniels, Cedderick	Dean	
Downing, Melinda	Instructional Coach	
Withers, Nicole	Instructional Coach	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan is developed in a collaborative effort between all stakeholders through the School Advisory Council which includes the school leadership team, teachers and staff, parents, students and community members.

The School Advisory Council will meet to discuss and identify areas of focus, develop plans to address those needs and monitor steps toward meeting those goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be monitored and reflected upon as we review school data from Progress Monitoring, AIMS, IXL, iReady, ReadingPlus. Attendance and Behavior data monitored during student services meetings. Data will be reviewed and tied back to SIP goals.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: I 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	16	30	40	86
One or more suspensions	0	0	0	0	0	0	12	15	18	45
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	5	7	6	18
Level 1 on statewide ELA assessment	0	0	0	0	0	0	21	33	34	88
Level 1 on statewide Math assessment	0	0	0	0	0	0	19	26	35	80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	39	46	39	124

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	21	35	40	96

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	27	18	32	167
One or more suspensions	0	0	0	0	0	0	7	12	13	67
Course failure in ELA	0	0	0	0	0	0	9	3	3	24
Course failure in Math	0	0	0	0	0	0	6	9	10	46
Level 1 on statewide ELA assessment	0	0	0	0	0	0	33	21	28	172
Level 1 on statewide Math assessment	0	0	0	0	0	0	35	34	25	119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	33	21	28	172

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	27	18	32	77
One or more suspensions	0	0	0	0	0	0	7	12	13	32
Course failure in ELA	0	0	0	0	0	0	9	3	3	15
Course failure in Math	0	0	0	0	0	0	6	9	10	25
Level 1 on statewide ELA assessment	0	0	0	0	0	0	33	21	28	82
Level 1 on statewide Math assessment	0	0	0	0	0	0	35	34	25	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	33	21	28	82

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	40	33	41	114

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	53	50	31	57	51	28		
ELA Learning Gains				36			40		
ELA Lowest 25th Percentile				26			31		
Math Achievement*	23	48	38	33	30	38	27		
Math Learning Gains				46			29		
Math Lowest 25th Percentile				53			19		
Science Achievement*	14	66	64	24	48	40	19		
Social Studies Achievement*	41	65	66	46	47	48	33		
Middle School Acceleration	25			44	40	44	50		
Graduation Rate	81	89	89	100	65	61	95		
College and Career Acceleration	52	66	65	47	71	67	33		
ELP Progress		57	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	267
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	81

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	11
Percent Tested	94
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	7	Yes	4	1
ELL				
AMI				
ASN				
BLK	33	Yes	2	
HSP	40	Yes	1	
MUL	35	Yes	2	
PAC				
WHT	46			
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	35	Yes	1	
PAC				
WHT	48			
FRL	42			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			23			14	41	25	81	52	
SWD	4			7			6	12			4	
ELL												
AMI												
ASN												
BLK	23			14			6	26		44	6	
HSP	43			36							2	
MUL	37			32							2	
PAC												
WHT	36			27			23	53	31	67	7	
FRL	31			20			8	40		38	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	36	26	33	46	53	24	46	44	100	47	
SWD	10	24	27	16	43	50	18	17		100	40	
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	15	27	25	18	44	65	10	27		100	42	
HSP	55											
MUL	30	36		43	45		20					
PAC												
WHT	41	41	28	41	49	38	32	66	39	100	50	
FRL	28	32	24	28	43	55	24	40	45	100	48	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	40	31	27	29	19	19	33	50	95	33	
SWD	9	25	22	4	24	20	13	15				
ELL												
AMI												
ASN												
BLK	16	37	29	10	22	18	12	33	50	94	47	
HSP	27			10	10							
MUL	26	43		30	36			17				
PAC												
WHT	38	44	29	39	35	27	27	38	47	95	21	
FRL	25	39	32	25	27	20	14	29	50	93	37	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	29%	52%	-23%	50%	-21%
07	2023 - Spring	33%	46%	-13%	47%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	38%	47%	-9%	47%	-9%
09	2023 - Spring	32%	52%	-20%	48%	-16%
06	2023 - Spring	28%	47%	-19%	47%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	47%	-15%	54%	-22%
07	2023 - Spring	2%	24%	-22%	48%	-46%
08	2023 - Spring	31%	57%	-26%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	16%	44%	-28%	44%	-28%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	52%	-28%	50%	-26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	57%	-22%	48%	-13%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	63%	-49%	63%	-49%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	58%	-29%	66%	-37%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	63%	15%	63%	15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Science proficiency for 2022-2023 school year was 15%. This continues to be the lowest performing area of proficiency with 24% in 2022 and 19% in 2021. Historically, two-thirds of Hawthorne students are below grade level in reading which impacts ability to perform in other academic areas. Attendance is a school-wide concern averaging 86% of students in attendance daily. Tier 1 instruction is a contributing factor (critical thinking skills, academic vocabulary).

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

Science proficiency was the area of largest decline with a drop of 9% from the previous year. Students are below grade level in reading which impacts their ability to perform in other academic areas.

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

7th grade Math is 46 percentage points lower than the state average & Biology is 49 percentage points lower than the state. Attendance issues continue to be a major contributing factor to student performance.

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

Overall ELA proficiency improved the most, showing a 2% increase from 31% to 33%. Students in grades 6th-10th will have 82 minutes of ELA instruction everyday (23-24).

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Tier 1 Instruction across content areas
 Reading below grade level
 School wide attendance

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

1. Tier 1 Instruction across Content Areas
2. Attendance
3. Behavior/PBIS

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student Attendance / Discipline. Focusing on a positive culture and environment by increasing student efficacy will result in an increase in student achievement (and gains if included) for low-performing subgroups. Re-evaluate PBIS and train new staff and students on school wide expectations.

Measurable Outcome:

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

Increase student attendance, decrease Referrals. Decrease OSS for SWD by 25% (from 37 to 28). Decrease overall OSS by 10% (from 157 to 141). Increase ADA by 10% from 86% to 95% (all racial categories are within 4% points ranging from 87% to 91%).

Monitoring:

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

Scheduled attendance pulls from student information system will be reviewed by student leadership team to identify students of focus for Family Liaison.

Person responsible for monitoring outcome:

John Green (greenje@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Cedderick Daniels (danielcl@gm.sbac.edu)

By When: 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.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Quality Tier 1 Instruction in all content areas aligned with strategic benchmark planning for all low-performing subgroups (SWD, Black/African American and Multi-racial). 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 10% 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:

Jill Atchley (atchleyjl@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

WICOR strategies have been a proven way to increase student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Nicole Withers (withersnl@gm.sbac.edu)

By When: Ongoing PD, monthly faculty meetings, department meetings and teacher planning with support of mentor coaches.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

For the 2023-24 school year, the school is using Title 1 funds to purchase allocations to help reduce class size. The school will utilize IXL, iReady and Reading Plus to supplement teacher instruction. Students in 6th-10th ELA will meet everyday during the school year for an 82 minute block. 6th-8th grade, Alg 1, and Geometry students will meet everyday during the school year for an 82 minute block.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Methods of dissemination will include: Meet the Teacher, SAC meetings, Open House, PTO meetings, parent conferences and well as weekly email blasts home. Each SAC meeting there will be an update on school wide data as it relates it goals connected to SIP. At the annual Title 1 meeting, overall SIP goals will be shared. We will maintain a Parent and Family resource area consisting of information related to the school and Title 1 program as well as academic resources available for home use. The school webpage is www.sbac.edu/hawthorne.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to utilize our Annual Parent meeting, Family Literacy Night, College Night, and Cambridge Night, SAC meetings, PTO meetings, college/career fair, parent conferences, IEP/EPT meetings. The school will maintain weekly contact that informs students, parents and/or guardians of key upcoming events. Continue to build and foster community and business partnerships that will advance the school's vision and mission.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school utilize Title 1 funds for activities and workshops such as: How to Ensure Success with Your Student, College Night, Cambridge Night, and Graduation Planning Night, ACT/SAT Prep Books.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school will coordinate and integrate the following Parent and Family Engagement programs and activities with other federal programs in an effort to teach parents how to support their children at home. Through our Title 1 program, parent involvement activities will be provided to all parents in improving their child's education.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school is currently searching to fill its vacant counselor position. The school does have several other district and community partnerships that fill the gap until the position is filled. We utilize CDC, Meridian, SFC Achieve College Coach, TRIO Educational Talent Search academic coach, school social worker, and school family liaison.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school will utilize a field trip to FAMU ACT/SAT College Boot Camp.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school is revamping the school wide PBIS program. The school will follow the district's student code of conduct. The school will comply with IEPs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Title 1 isn't funding any PD this year, however, a Title 1 IIC supports instructional coaching for teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$303,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0201 - Hawthorne Middle/High School	Title, I Part A	4.33	\$174,648.20
<i>Notes: Salaries - Supplemental Class-size Reduction Teachers 5 block schedule periods of ELA 6 block schedule periods of Math</i>						
	5100	210	0201 - Hawthorne Middle/High School	Title, I Part A		\$23,699.76
<i>Notes: Retirement Benefits - Supplemental Class-size Reduction Teachers</i>						
	5100	220	0201 - Hawthorne Middle/High School	Title, I Part A		\$13,360.59
<i>Notes: SSI Benefits - Supplemental Class-size Reduction Teachers</i>						
	5100	230	0201 - Hawthorne Middle/High School	Title, I Part A		\$31,067.95
<i>Notes: Insurance Benefits - Supplemental Class-size Reduction Teachers</i>						
	5100	290	0201 - Hawthorne Middle/High School	Title, I Part A		\$890.71
<i>Notes: Early Retirement Benefits - Supplemental Class-size Reduction Teachers</i>						
	6400	130	0201 - Hawthorne Middle/High School	Title, I Part A	0.67	\$31,576.00
<i>Notes: Salary - Title I Instructional Intervention Coach</i>						
	6400	210	0201 - Hawthorne Middle/High School	Title, I Part A		\$4,284.86
<i>Notes: Retirement Benefits - Title I Instructional Intervention Coach</i>						
	6400	220	0201 - Hawthorne Middle/High School	Title, I Part A		\$2,415.56
<i>Notes: SSI Benefits - Title I Instructional Intervention Coach</i>						
	6400	230	0201 - Hawthorne Middle/High School	Title, I Part A		\$5,648.95
<i>Notes: Insurance Benefits - Title I Instructional Intervention Coach</i>						
	6400	290	0201 - Hawthorne Middle/High School	Title, I Part A		\$161.04
<i>Notes: Early Retirement Benefits - Title I Instructional Intervention Coach</i>						
	5100	390	0201 - Hawthorne Middle/High School	Title, I Part A		\$4,709.69
<i>Notes: Substitutes - 35 days for the Supplemental Class-size Reduction Teachers</i>						
	5100	120	0201 - Hawthorne Middle/High School	Title, I Part A		\$1,718.20

			<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>		
	5100	220	0201 - Hawthorne Middle/High School	Title, I Part A	\$131.44
			<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>		
	6400	130	0201 - Hawthorne Middle/High School	Title, I Part A	\$2,100.00
			<i>Notes: IIC for EDI - 75 sessions 18.75 weeks 4x/week</i>		
	6400	220	0201 - Hawthorne Middle/High School	Title, I Part A	\$160.65
			<i>Notes: IIC for EDI Fringe</i>		
	7800	360	0201 - Hawthorne Middle/High School	Title, I Part A	\$4,150.00
			<i>Notes: Field Trip - FAMU ACT/SAT College Boot Camp - Charter Bus</i>		
	5100	510	0201 - Hawthorne Middle/High School	Title, I Part A	\$2,276.40
			<i>Notes: Binders, Dividers, and pouches for teaching organization skills</i>		
Total:					\$303,000.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No