

**FLORIDA DIFFERENTIATED
ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT
PLAN**

**School Name: HAWTHORNE MIDDLE/HIGH
SCHOOL**

District Name: Alachua

Principal: ROBERT CRAIG

SAC Chair: CAROL SHELLEY

Superintendent: DAN BOYD

Date of School Board Approval:



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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.

SCHOOL PROFILE DEMOGRAPHICS

Hawthorne Middle High School is located in the southeastern portion of Alachua County. The school serves numerous small communities, including: Rochelle, Windsor, Micanopy, Grove Park, Waldo, Orange Heights, Earlton, Campville, Cross Creek, Melrose, Lochloosa, and Island Grove. The school serves students in grades 6 through 12, and the primary feeder schools are Shell Elementary and Waldo Elementary. The student population is approximately 62% white, 35% black, 2% Hispanic, and 1% multi-racial.

The school has two administrators and 26 faculty members. Of the faculty, 53% have

Bachelor degrees, 43% have Master degrees, 3% have Specialist degrees, and the principal has a Doctorate degree. The teacher-student ratio is 24:1 for middle school and 24: 1 for high school.

The percentage of students qualifying for free and reduced lunch is at 54.6%. Thirty two percent of our students are minority students. The school earned a grade of c last year. The following data are provided from the school Accountability Report:

31% of our students met high standards in reading

41% " " math

89% " " writing

19% " " science

43% of our students made learning gains in reading

54% " " math

52% of our lowest quartile students made gains in reading

56% " " math

Reading and math proficiency were not met by sixth grade students, reading proficiency scores were not met by 10th grade students and science proficiencies were not met by 11th grade students.

The school had a 82 % graduation rate

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

The school is matched with Newberry High School in Alachua County. A mentoring program used at Newberry High has been modified and will be used at Hawthorne. The program will focus on student academic achievement in helping each student develop personal learning goals.

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Dr. Robert Craig, principal, earned his Ed.D from Mississippi State University. He taught 8 years before becoming an administrator, which he has been for the last 23 years. This is his first year as principal of Hawthorne Middle High School. Dr.Craig has worked with students in rural, inner city, and suburban settings with socio-economic status ranging from low to high

from the elementary through the secondary level. He has served as the principal of six different elementary schools and has an excellent track record in turning around struggling schools. Dr. Craig is ESOL endorsed, and is currently working on his reading endorsement. Ms. Anntinique Edwards is the assistant principal and is working towards a Ph.D in school administration. she has served as a guidance counselor in two different schools and is in her second year as an assistant principal.

Anntwanique Edwards, the assistant principal, is serving her second year as an administrator. Previous to her current position, Miss Edwards was a guidance counselor at a large suburban high school for four years, and prior to that, Miss Edwards served as the middle school counselor at Hawthorne Middle High School for 2 years. In addition to her duties as assistant principal, Ms Edwards is working toward her doctorate in educational leadership at the University of Florida, and serves as a pastor at a local church as well as running her own non-profit organization.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Dr. Craig and Ms Edwards both recognize that attracting high-quality, highly-qualified teachers to Hawthorne Middle High School is a challenge. The school is located 20 miles from a more desirable area where most teachers prefer to work. A fuel supplement is currently being offered to teachers who work at Hawthorne Middle High

Hawthorne Middle High School does have the advantage in that it is a small school where students are well known by their teachers.. The school is located in a small, mostly-supportive community, and teachers have the opportunity of working closely with the students. Since the school is small, many teachers work with the same students for two or three years.

Dr. Craig provides an environment where professional development is honored. The school is in its third year of implementing the Florida Continuous Improvement Model (FCIM), which will provide more instructional support for the teachers. Dr. Craig and Ms Edwards both encourage teachers to attend workshops.

Both administrators believe in an open-door policy. Teachers' comments and concerns are

honored. The administration believes that offering an open environment that is structured, supportive with a welcoming environment will help attract and retain high quality, highly-qualified teachers to Hawthorne Middle High School.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

School Wide Improvement Model

Note: Required for Title I

Hawthorne Middle High School began working with the Florida Continuous Improvement Model. Last year, an instructional calendar was developed for Reading and Math, and this year Language Arts and Science will be added. Teachers created assessments to check student mastery on the targeted Sunshine State Standards Benchmark.

NCLB Public School Choice

Note: Required for Title I

The school administration recognizes the importance of communicating with the parents. The administration has supported a bimonthly newsletter. Additionally, numerous phone homes were used to inform parents of upcoming events, and informational material was mailed periodically. Additionally, we maintained a website, held open house, and provided teachers with carbon copy notes home to help document parent communication. This year, parent information meeting was held in June, and two other parent information nights are scheduled.

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Hawthorne Middle High School pairs beginning teachers with experienced teachers for one year; this is part of the beginning teacher program of Alachua County School Board. Experienced teachers are asked to meet with the beginning teacher on a regular basis, helping them with lesson planning, classroom management, and paperwork. This program has the expected outcome of producing well-qualified instructors. It offers non-threatening support so that new teachers have a place to turn to for advice.

Additionally, the school has a reading coach (Carol Shelley), who serves as a mentor for the entire instructional staff. She conducts walk-throughs, models lessons, correlates test data information, oversees peer observations, and offers suggestions for materials and teaching ideas and strategies.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Students in high school who are behind in credits were given the opportunity to participate in Credit Retrieval On-line Program (CROP). Additionally, before and after school tutoring was made available for all students, especially in preparation for the FCAT. During the summer, FCAT and college entrance exam tutoring was provided, as well as a limited summer school program using CROP. A summer program was also provided for those sixth grade students who failed one or more academic classes. We also participate in Take Stock In Children and Talent Search to help aid our students in exploring academics and further educational opportunities.

SCHOOLS GRADED C OR BELOW

Professional Development

A CIMS trainer will work with us throughout the 2007-08 school year. The Leadership Team has developed an instructional calendar for Language Arts, Science, Reading Math for grades 6-10. Before pre-planning, 98% of the teachers came to an inservice at the school where CIMS was introduced, the instructional calendar was explained and we reviewed FCAT data and planned professional development for the year. During the school year, teachers will participate in book talks, receive continuous training on literacy strategies and content enhancement strategies. Teachers teaching reading will begin working on their reading endorsement. Additionally, the school accepted assistance from Florida Literacy and Reading for Excellence (FLARE) from the University of Central Florida for specific help in improving literacy instruction. Training in Kerzweil, FCIMS and in preparing for testing by the College Board will be delivered. Professional development in Frameworks in Poverty, Marzano Learning Strategies, working with lower quartile students and in managing student conduct will be offered to the faculty and administration. Two curriculum intervention specialists with the reading coach will assess teacher needs and plan for professional development where needed.

Disaggregated Data

With the implementation of CIMS, using formative assessments to teach the curriculum was a new concept for many of our teachers. This coming school year, using formative assessments to determine the effectiveness of instructional strategies, will become an integral part of the teaching learning process process at our school. A four-hour data clerk position has been added to coordinate all the assessments.

Informal and Formal Assessments

The following assessments will be used: FCAT, Scholastic Reading Inventory (SRI) for comprehension (grades 6 - 8, 11, 12), Oral Reading for fluency (grades 6 - 8), progress monitoring for benchmarks (grades 9, 10) and the Gates-Macginitie Test for vocabulary and comprehension as well as the Diagnostic Assessment for Reading (DAR) for diagnostic purposes. The first four assessments can be used for screening, progress monitoring, and outcome. Data from these tests were collected and disaggregated into the following sub-groups: ethnicity, socio-economic status, and students with disabilities. Teachers will be provided information collected from each type of data throughout the year and will receive training on how to interpret and use the data. Individual teachers will conduct additional progress monitoring throughout the year. Records of these assessments will be monitored, and the data collected from these assessments will drive the instruction. Formative assessments through the district testing and measurement division will be given four times

yearly. Data will be reviewed and action plans will be developed in an effort to improve instruction and learning.

Alternative Instructional Delivery Methods

In the 2007-08 school year we will offer tutoring in the afternoons for students. Training in Marzano strategies, working with lower quartile students, Kurzweil, and content enhancement strategies will aid in changing instruction from traditional strategies to more modern and relevant instructional techniques. Two curriculum intervention specialists, a reading coach and a math coach will aid in planning and delivering professional development.

Eight weeks prior to the FCAT, more formal tutoring sessions will be offered. The school will participate in two different "CROP" Programs. The University of Florida runs one CROP, which provides twice a week tutoring for eligible students. The other CROP is for students who need to make-up credits. Night school is also offered.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

<p>Goal: Reading</p> <p>*Note: Required for Title I</p> <p>Scroll down for school data</p>	
<p>*Needs Assessment:</p>	<p>Hawthorne Middle High School students' average FCAT score is below both district and state averages. White, black economically disadvantaged, and students with disabilities were all deficient and did not reach state proficiency standards in reading on the 07 FCAT.</p>
<p>*Objective:</p>	<p>The percentage of students in each sub-group earning a level "3" or higher on FCAT will increase 5%. It is the responsibility of each teacher to teach reading.</p>
<p>*Strategies:</p>	<ol style="list-style-type: none"> 1. Year-long research based reading instruction for all level 1 students. Level 2 students will be served with teachers working on their reading endorsement. 2. FCIM will be used in all reading and English classes. 3. After-school tutoring will be provided 8 weeks prior to FCAT. 4. Accelerated Reader will be available to all teachers to use w/ their students. 5. Summer Reading Program provides a novel for each student at the school. 6. A literacy leadership team will review best practices of literacy from research and develop a plan to incorporate these strategies in the school. 7. Every teacher will be expected to participate in a book study using the book Literacy Strategies for grades 4 - 12. 8. Every teacher will develop a reading action plan for their classroom. 9. Intensive interventions will be provided through the use of the Reading 180 program. <p>Tutoring shall occur after school through CROP, with various athletic teams and scholl level resources.</p>
<p>*Evaluation:</p>	<p>This objective will be considered effective when the percentage of students receiving a level "3" or higher in 3 of the 6 sub-groups has increased 5%. Teachers will meet monthly to evaluate the data and to re-evaluate their instructional methods. SRI progress monitoring will be used in grades 6 - 8. On Track progress monitoring will be used in grades 9 - 10.</p>
<p>*Evidence-based Program(s):</p>	<p>Hawthorne Middle High School utilizes Scholastic's Read 180 in grades 6 – 9. Students who scored a level one on the FCAT are placed in this program. We also have the Scholastic Read XL program that is used in conjunction with Read 180 and students who scored ones or twos on the FCAT Reading test.</p>
<p>*Professional Development:</p>	<ol style="list-style-type: none"> 1. FCIM training will be provided to all new teachers prior to pre-planning. Updated training will be provided to all faculty during pre-planning and then as needed throughout the 2007 -2008 school year. 2. Data Assessment training will be provided once a month to all faculty.

Budget:**Evidence-based Program(s)/Material(s)**

Description of Resources	Funding Source	Available Amount	
District provided text and Reading 180 materials	District	\$20,000.00	
			Total: \$20,000.00

Technology

Description of Resources	Funding Source	Available Amount	
District repair support	District	\$30,000.00	
			Total: \$30,000.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Book Study Materials	CREATE and School	\$15,000.00	
			Total: \$15,000.00

Other

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$65,000.00

***Non-Highly Qualified Instructors:** A number of our new teachers will be working on their reading endorsements. The county will provide training for this. Since all English teachers will be working toward their reading endorsement, all level 1 and 2 students will be served.

End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:** The administration and the math chair determined that student performance in math classes and FCAT scores would be used to determine needs assessment. The FCAT scores were disaggregated by the identified sub-groups. This data was distributed to all math teachers. Student work in their math class was used for progress monitoring. The math chair, the math department, and the administration determined the following needs:

1. Students in all sub-groups need to develop math skills
2. Better progress monitoring needs to be in place
3. Improving math comprehension will require the effort of students and teachers

No student subgroups made progress in math as measured by the 08 FCAT.

***Objective:** The percentage of students in each sub-group earning a level "3" or higher on FCAT will increase 5%.

***Strategies:**

1. Incorporate FCIM's, which provides training in data interpretation.
2. Provide the Carnegie Math program for students struggling in math.
3. After school tutoring will be provided 8 weeks prior to FCAT.
4. FCAT Explorer will be used during math classes once a week.

*Evaluation:	This objective will be considered effective when the percentage of students receiving a level "3" or higher in 3 of the 6 sub-groups has increased 5%. Teachers will meet monthly to evaluate the data and to re-evaluate their instructional methods. On Track progress monitoring will be used in grades 9 - 10 in math.
*Evidence-based Program(s):	Carnegie Math Program is a computer-based program being used by the math department.
*Professional Development:	Teachers will receive training in FCIM.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
District text	District	\$15,000.00	
			Total: \$15,000.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
District wide math inservice	District	\$1,500.00	

			Total: \$1,500.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$16,500.00

*Non-Highly Qualified Instructors:	All teachers are in field in math
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*End of **Mathematics** Goal*

Goal: Writing

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	The English department chair and administration determined that the FCAT Writes would be used for the needs assessment. English department members were also consulted in regards to on-going student progress. The data from the FCAT Writes was disaggregated by each identified sub-group and the information was shared with the faculty. The data determined the following needs: 1. All sub-groups need to improve in writing. 2. All students need to continue working toward improving their written communication skills
*Objective:	The percentage of students in each sub-group earning a level "3" or higher on FCAT will increase 5%.
*Strategies:	1. All language arts teachers will use RAFT (a CRISS strategy). 2. Professional development provided on Write Traits. 3. A practice FCAT WRITES assessment will be given to students in 6, 7, and 9 to provide data on students strengths and weaknesses.

*Evaluation:	The objective will be met when the percentage of students in 3 of the 6 sub-groups earn a level "3" or higher on FCAT increase 5%. The district is developing progress monitoring measures for grades 8 & 10.
*Evidence-based Program(s):	Write Traits training will be provided so that language arts teachers can teach writing using a research-based program.
*Professional Development:	1. Writes Traits training 2. Interpreting data

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

End of Writing Goal

Goal: Science

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	The science department chair and the administration determined that the FCAT scores and student performance in classes would determine needs. The FCAT scores were disaggregated by each identified sub-group, and the scores were distributed to all department members. The science department, the chair, and the administration determined the following need: 1. Students in all sub-groups need to improve their knowledge of science.
*Objective:	The percentage of students in each sub-group earning a level "3" or higher on FCAT will increase 5%.
*Strategies:	1. Utilize FCIM to learn students' strengths and weaknesses in science. 2. Develop assessments for benchmarks. 3. Integrate more labs. Content Enhancement Strategies training will be provided for all science teachers
*Evaluation:	The objective will be met when the percentage of students in 3 of the 6 sub-groups earn a level "3" or higher on FCAT increase 5%.

	Progress monitoring is being developed for grades 8 and 11.
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*Evidence-based Program(s):	
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*Professional Development:	
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Budget:	
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Evidence-based Program(s)/Material(s)			
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Description of Resources	Funding Source	Available Amount	
Science text	District	\$15,000.00	

Total: \$15,000.00

Technology			
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Description of Resources	Funding Source	Available Amount	
Smart Boards and computer aided instruction	District	\$10,000.00	

Total: \$10,000.00

Professional Development			
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Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$25,000.00

*Non-Highly Qualified Instructors:	All teachers of science are highly qualified
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End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

*Needs Assessment:	Identify needs based on parent input, parent surveys or other measures of parent involvement. Based on discussion with the community it has been determined that there is limited parental involvement in the school. The Chamber of Commerce and the Hawthorne Area Foundation are ready to assist the school in finding mentors for about 25 of our students. The school will continue to sponsor community events and will encourage parents to be active and involved in their child's schooling.
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*Objective:	Increase parental involvement in school activities
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*Strategies:	Engage families and the community: Evening conferences will be held with student performances and family dinners. School staff will make an effort to attend at least 10 community functions during the year to include Chamber of Commerce Meeting, Hawthorne Foundation Meetings and City Government
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	Meetings Hold the annual Chamber of Commerce Social at the School Hold the Relay for Life Rally at the School Reorganize the front office to become more parent friendly Work with local churches in an effort to reach families Make parents aware of requirements needed for graduation through parent conferences and the school's goal setting and mentoring programs
*Evaluation:	SAC Climate Survey will show a 10% increase in parent involvement and commitment to the school.
*Evidence-based Program(s):	
*Professional Development:	The following professional development activities will be offered: Framework for Poverty Working With Lower Quartile Students
*Objective:	
*Strategies:	
*Evaluation:	.
*Evidence-based Program(s):	
*Professional Development:	

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	

No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment: Last year the school district acknowledged that the school needed some additional resources and supplemented the school with 3 additional teachers, a curriculum specialists a part time math coach, and two academic coaches. This additional support helped the school raise its grade from an F to a C. A \$500.00 gas supplement

	was given to teachers to help offset the distance that they had to drive to school. Dollars for additional employees are not available this year due to state financial difficulties.
Objective:	Students in all sub groups will show a 5% gain on the math portion of the FCAT
Strategies:	Students shall receive FCAT review practice before each math class. College Board training shall be offered in learning strategies Content Enhancement Routines Initiatives training shall be given to all science and math teachers. Carnegie training shall be given in an effort to enhance algebra instruction. The district's assistance team will conduct Classroom Walkthroughs at least twice monthly. Curriculum Intervention Specialists will be working with individual teachers in an effort to improve instruction. After school tutoring shall be offered through the University of Florida's CROP program and through afterschool tutoring provided by the school's staff.
Evaluation:	District level assessments shall be given 4 times per year in an effort to assess student's progress through the curriculum. Instructional designs shall be modified as student data dictate. FCAT scores shall improve 5%.
Objective:	Student scores from all sub groups shall increase by 10% as measured by the FCAT
Strategies:	All science teachers shall be involved in the Content Enhancement Routines Initiatives training. District level assistance team members shall work with the school's science teachers in an effort to improve instruction.
Evaluation:	District level assessments shall be given 4 times yearly in an effort to evaluate the effectiveness of science instruction. FCAT scores shall improve by 10%.
Objective:	On the 2008 FCAT Reading all student subgroups will show improved performance by at least 5%
Strategies:	Teachers will participate in a book study using the book Literacy Strategies for Grades 4 - 12. Each teacher will develop an action plan for improving literacy in their classrooms. The Kurzweil reading software will be installed on every computer in the school. Literacy strategies will be presented as a part of school wide professional development at each faculty meeting. After school tutoring will be provided through CROP, by coaches for the various athletic teams, and through school based tutoring programs.
Evaluation:	Periodic assessments using the DAR will be given to all students. The Scholastic Reading Inventory and Oral Reading Fluency test shall be given as required.
Objective:	Students in all sub groups shall show a 5% increase in writing skills as measured by the FCAT
Strategies:	Writing professional development shall be offered. Writing samples shall be collected 4 times yearly in an effort to evaluate the effectiveness of the school's writing program and in an effort to modify instruction as necessary.
Evaluation:	Writing samples shall be graded. FCAT scores will increase by 5%.

*End of **Return on Investment** Goal*

ADDITIONAL GOALS

Additional Goal: Improve citizenship

Needs Assessment: School Advisory Council requested this goal based on perception that students do not respect themselves, others, or their school.

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

End of Improve citizenship Goal

Additional Goal: support material and prof. dev. needs

Needs Assessment: The School Advisory Council recognizes that some materials and professional development needs are not met through other budgets.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

End of support material and prof. dev. needs Goal

Additional Goal: improve discipline

Needs Assessment:	A school wide discipline plan will be developed and published under the title Hawthorne Student Handbook. Frequent classroom walkthroughs will be conducted and students will be rewarded for correct and appropriate behavior.
Objective:	Reduce out of school suspensions. Increase time on task.
Strategies:	FIDLERS and district wide training will be made available. Frequent class room observations will be conducted. Curriculum Enhanced Routines will be in evidence in math and science classrooms. Challenge Day will be held
Evaluation:	Out of school suspensions will be reduced by 5%
Evidence-based Program(s):	
Professional Development:	FIDLERS training will be made available. Curriculum Enhanced Routines training will be made available. Hold Challenge Day and make training available

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Professional Development

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

*End of **improve discipline** Goal*

Additional Goal: Improve family and community relations.

Needs Assessment:	Families and the community are little engaged in the school as evidenced through comments made from many of our families and community groups. The school's principal will become an active member of the Hawthorne Focus Group and Chamber of Commerce in an effort to engage the community and families in support of schooling. A PTA Group will be formed.
Objective:	Increase community and family support in the school.
Strategies:	Participate in the Hawthorne Focus group meetings and education sub committee of the same. Participate in the Hawthorne Chamber of Commerce. Engage families in informing them of graduation requirements as few students are on course to graduate on time.

	Hold Challenge Day Hold community events at the school.
Evaluation:	School Climate Survey will indicate that community support and parent support has increased.
Evidence-based Program(s):	
Professional Development:	

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

End of Improve family and community relations. Goal

Additional Goal: Improve Discipline

Needs Assessment:

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00
<i>End of Improve Discipline Goal</i>			

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District provided text and Reading 180 materials	District	\$20,000.00
Mathematics	District text	District	\$15,000.00
Science	Science text	District	\$15,000.00
			Total: \$50,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District repair support	District	\$30,000.00
Science	Smart Boards and computer aided instruction	District	\$10,000.00
			Total: \$40,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount

Reading	Book Study Materials	CREATE and School	\$15,000.00
Mathematics	District wide math inservice	District	\$1,500.00
			Total: \$16,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$106,500.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

~~X~~ No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

Training is the responsibilities of SAC members will be provided in October in order to acquaint all with the requirements of the SAC

SAC Involvement

The School Advisory Council has been active this year in supporting school initiatives. They have funded the purchase of reading materials for science classes, provided money for teachers for classroom supplies, supported the school book drive, supported professional development, supported the media specialist in purchasing technology as well as purchased numerous other items that the school needed.

SAC Members

Members
1) Robert Craig, Principal
2) Robert Craig, Principal
3) Jane Segal, SAC Chair
4) Carol Shelley, SAC Chair
5) Brittany Stewart, Student
6) Macauley Johnson, Student
7) Jasmine Mercado, Student
8) Amy MacCord, Teacher
9) Harriet Landers, Teacher
10) Susie Reeves, Parent
11) Iris Gordon, Parent

12) Alta Johnson, Parent

13) Carolyn Wright, Parent

14) Betty Surrency, Community Member

15) Vicki Logan, Community Member

16) Angela Wright, School Support Personnel

IMPLEMENTATION EVALUATION

Hawthorne Middle High School will do progress monitoring on its plan 3 times during the 2008 - 2009 school year with On Track Formative Assessments. Our first monitoring will occur in November, the second in February, and the final one will be in April. The school principal and assistant principal will meet monthly with each faculty member to discuss formative data as to student progress through the curriculum. The School Advisory Council will review the plan, discuss what has been implemented, and what still needs implementation. The faculty will also review the plan at these times. Additionally, a survey will be conducted at this time with the faculty and SAC to assess other needs that have developed. The FCAT will be the final measure of student progress.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

*End of **Baseline Data Report***

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2															Alachua HAWTHORNE MIDDLE/HIGH SCHOOL 0201													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 311 Math: 310		2007-2008 School Grade ¹ : C			Did the School make Adequate Yearly Progress?			NO										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008
4	95	Y	96	Y	31	N	41	N	81	89	Y	46	44	N	72	69	NA	70	59	NA	27	NA	54					
E	96	Y	96	Y	36	N	47	N	75	89	Y	54	50	N	67	64	NA	67	53	NA	29	NA	58					
	94	N	95	Y	22	N	29	N	91	89	N	33	34	Y	80	78	NA	78	71	NA	22	NA	46					
NIC		NA		NA		NA		NA			NA			NA			NA			NA			NA		NA			
		NA		NA		NA		NA			NA			NA			NA			NA			NA		NA			
CAN N		NA		NA		NA		NA			NA			NA			NA			NA			NA		NA			
DOMICALLY VANTAGED	97	Y	97	Y	23	N	38	N	83	86	Y	37	39	Y	75	77	NA	73	62	NA	21	NA	49					
SH WAGE ERS		NA		NA		NA		NA			NA			NA			NA			NA			NA		NA			
ENTS WITH ILITIES	92	N	93	N	9	N	20	N	71	82	Y			NA	92	91	NA	87	80	NA	10	NA	35					

2007 Adequate Yearly Progress (AYP) Report - Page 2															Alachua HAWTHORNE MIDDLE/HIGH SCHOOL 0201													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 375 Math: 375		2006-2007 School Grade ¹ : F			Did the School make Adequate Yearly Progress?			NO										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007
4	97	Y	97	Y	28	N	30	N	85	81	N	63	46	N	71	72	NA	71	70	NA	32	NA	50					
E	96	Y	96	Y	33	N	33	N	84	75	N	60	54	N	66	67	NA	65	67	NA	34	NA	52					
	97	Y	98	Y	20	N	22	N	85	91	Y	72	33	NA	81	80	NA	81	78	NA	28	NA	46					

NIC		NA		NA		NA		NA		NA		25	NA		NA	50		NA		NA			
		NA		NA		NA		NA		NA			NA		NA			NA		NA			
CAN		NA		NA		NA		NA		NA			NA		NA			NA		NA			
OMICALLY VANTAGED	97	Y	97	Y	25	N	27	N	84	83	N	60	37	N	75	75	NA	75	73	NA	29	NA	45
SH JAGE ERS		NA		NA		NA		NA		NA			NA		NA			NA		NA			
ENTS WITH ILITIES	94	N	94	N	8	N	13	N	60	71	Y	48	30	NA	89	92	NA	86	87	NA	30	NA	39

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2															Alachua HAWTHORNE MIDDLE/HIGH SCHOOL 0201						
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 386 Math: 386		2005-2006 School Grade ¹ :			D		Did the School make Adequate Yearly Progress? ⁵		NO		
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N	
TOTAL ⁴	98	Y	98	Y	29	N	29	N	84	85	Y	51	63	Y	78	71	NA	70	71	NA	
WHITE	98	Y	98	Y	34	N	35	N	81	84	NA	49	60	NA	76	66	NA	64	65	NA	
BLACK	100	Y	100	Y	19	N	19	N	86	85	NA			NA	83	81	NA	83	81	NA	
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA	
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	25	N	25	N	81	84	NA	48	60	NA	80	75	NA	79	75	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA	
STUDENTS WITH DISABILITIES	97	Y	97	Y	11	N	14	N	51	60	NA			NA	93	89	NA	89	86	NA	

SCHOOL GRADE DATA

Alachua School District
HAWTHORNE MIDDLE/HIGH SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	53%	83%	17%	195	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	48%	73%			121	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	72% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	67%	93%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					453	
Percent Tested = 95%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

**Alachua School District
HAWTHORNE MIDDLE/HIGH SCHOOL
2006-2007**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	38%	72%	19%	168	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	43%	54%			97	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	56% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	31%	48%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					373	
Percent Tested = 97%						Percent of eligible students tested
School Grade					F	Grade based on total points, adequate progress, and % of students tested

Alachua School District
HAWTHORNE MIDDLE/HIGH SCHOOL
 2005-2006

	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	36%	83%	156	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	44%	53%		97	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)			51	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				304	
Percent Tested = 98%					Percent of eligible students tested
School Grade				D	Grade based on total points, adequate progress, and % of students tested