

Comprehensive Progress Report

Mission:

We are committed to providing a foundation of academic rigor and challenge while enhancing leadership skills and global understanding to all students in a safe nurturing learning environment.

Vision:

As, "One School. One Voice. One Vision." #HawthorneAcademy-- Hawthorne Academy will work to prepare all students for college and career readiness in the Academy of Health Sciences and Military, Global Leadership and Public Safety Academy.

Goals:

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 5.5%(HS); 3.9% (MG) in SY2021-22 to 15.3% (HS and MG) in SY2022-23 and 25% (HS and MG) in SY2023-24.

Both HS and MGLA will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

To provide a duty-free lunch period for every teacher on a daily basis.(B2.01)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math III EOC (grades 9-12) will increase from 41.8%(HS); 12.8%(MG) in SY2021-22 to 47%(HS); 18%(MG)15% in SY2022-23 and 50%(HS); 25%(MG) in SY2023-24.

The percent of high school MLL students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from <5%(HS) 0%(MG) in SY2021-22 to 9% (HS and MG) in SY2022-23 and 17% (HS and MG) in SY2023-24.

The percent of students reporting a positive self-perception of their self-efficacy, will increase from 39%(HS); 31%(MGLA) on the Fall 2021 Panorama Screener (in Grades 6-12) to 45% (HS); 37% (MGLA) in 2022-23 and to 50%(HS); 42%(MGLA) in 2023-24.

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at <5% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)

The percent of graduates earning a state high school endorsement will increase from 27.6% (HS); 16.1% (MGLA) in SY2021-22 to 35% (HS); 23% (MGLA) in SY2022-23 and 50%(HS); 38%(MGLA) in SY2023-24.

The percent of students reporting a positive self-perception of their self management will increase from 39%(HS); 60% (MG) to 45%(HS); 66%(MG) in 2022-23 and to 50%(HS);71%(MG) in 2023-24.

The percent of students reporting a positive self-perception of their engagement will increase from 39%(HS);23%(MG) on the Fall 2021Panorama Screener to 45%(HS); 29%(MG) in 2022-23 and to 50%(HS); 34%(MG) in 2022-24.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> School-wide behavior expectations will be delivery to scholars via grade level meetings Teachers will establish, postively teach and reinforce consistent rules and procedures in the classroom Each classroom will have rules of conduct posted for reinforcement Social/emotional learning will take place weekly during homeroom Goal-oriented instruction will be implemented to keep scholars time-on-task 	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		<p>When this objective is fully met:</p> <ul style="list-style-type: none"> Structure instruction of behavioral expectations will be provided to all scholars Classroom routine and classroom managment strategies will be embedded into instruction School climate and environment will support scholar well-being. Behavior expectations will be taught and not assumed Routines and procedures will emphasize proactive, instructive and/or restorative approaches to scholar behavior ISS and OSS data will decrease substantially Academic scores will increase 		Sharon Bracey	05/31/2023
<i>Actions</i>			1 of 2 (50%)		
	10/6/22	Teachers will be trained on the school-wide behavior matrix by the administrators. This matrix will be utilized throughout the year.	Complete 08/31/2022	Vincent Armstrong	08/01/2022
<i>Notes:</i>					
	9/27/22	Consistent walk-throughs will be implemented with feedback given. (Guardrail 1.3)		Sharon Bracey	12/15/2022

Notes: This action may be rotated amongst the administrative team.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our current implementation efforts are as follows:</p> <ul style="list-style-type: none"> • Curriculum implementation • PLC systems and processes • Evidence of core actions in classrooms • Standard-alignment • Rigor • Engagement • Culturally Responsive Instruction • Data analysis and action planning systems and processes • School PD Plan - Core Instruction and MasteryConnect • 2022-2023 Formal and Informal data • Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.) 	No Development 08/16/2022		
<i>How it will look when fully met:</i>		<p>When this objective is fully met:</p> <ul style="list-style-type: none"> • Each subject will have standard-aligned units of instruction • Pre and Post assessments will be administrated in each subject • EVAAS growth will increase 		Sharon Bracey	06/10/2024
Actions			0 of 3 (0%)		
	10/2/22	All staff will participate in the book study for Grading for Equity by Joe Feldman to identify and address grading practices that may be causing inequities.(Goal 2)		Sharon Bracey	04/01/2023
<i>Notes:</i>					
	9/27/22	PLCs will review curriculum standards to develop standards-aligned units of instruction.(goal 2)		Sharon Bracey	05/31/2023
<i>Notes:</i> The development of standards-aligned units is a living document based on the progressive growth of scholars.					
The administrative team will rotate attendance to the PLC meetings.					

10/2/22	The Academic Facilitator (AF) will perform walkthroughs and meet weekly with the Math 1 teacher (s) to review formative data and support Math 1 instructional outcomes. As opportunities present, AF will team teach in Math 1 to support instruction.(goal 2)		Nicole Kincade	05/31/2023
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<p>Currently we are in the developmental stage of this indicator:</p> <ul style="list-style-type: none"> planning conversations around instructional quality and necessary changes initiating plans to ensure alignment of instructional strategies and approaches researching training and professional development for teachers establishing a MTSS team 		No Development 09/27/2022		
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<i>How it will look when fully met:</i>	<p>When this objective is fully met:</p> <ul style="list-style-type: none"> the general education classroom will be a reference point for student performance the monitored responsiveness of identified scholars to general education curriculum will be used as a determinnt of tier placement the effective of instruction will be at the forefront of implementing a tiered system evidence-based instruction will align with the individual needs of scholars across all tiers. 			Gwendolyn Quadri	05/31/2024
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Actions			0 of 2 (0%)		
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10/2/22	Identify committee members for a MTSS team here at Hawthorne (Guardrail 3.1)			Sharon Bracey	10/19/2022
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Notes:

9/27/22	Investigate training and/or Professional Development Establish purpose and meeting schedule (Guardrail 3.3; Goal 3)		Gwendolyn Quadri	05/31/2023	
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Our Current implementation will be:</p> <ul style="list-style-type: none"> • Attendance plan (per Board policy) • Implementation of SEL Curriculum • Strategic scheduling and staffing that supports a tiered instructional system • Established and effective MTSS Leadership Team/Student Supports Team • Equitable service delivery models for all students • High-interest social, enrichment, extracurricular and academic support activities for students • Collaborative systems and processes inclusive of all Support Staff • Implementation and use of the Standard Treatment Protocol and Data Decision Rules for Behavior and Social-Emotional Needs • Systems and processes to track the effectiveness of tiered interventions for Behavior and Social-Emotional Needs • School PD Plan - Panorama and Branching Minds • Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.) 	Limited Development 08/16/2022			
<i>How it will look when fully met:</i>	<p>When the objective is fully met:</p> <ul style="list-style-type: none"> • Scholars will better understand their own emotions • Scholars will exhibit better academic and social outcomes • Teachers will become more effective by fostering their own social and emotional development • There will be a caring and challenging classroom climate 		Ira Witherspoon	05/31/2024	
Actions			0 of 2 (0%)		

9/27/22	Student FAQ and discussion document prior to administration of the Fall 2022 Panorama survey to help students understand the survey areas and importance of authentic responses to help design future programming/supports on campus. (Guardrail 3.1)		Ira Witherspoon	10/31/2022	
<i>Notes:</i>					
10/2/22	Build in weekly SEL lessons from the 7 Mindsets (weekly SEL time on Wednesdays) to support areas of self-efficacy, self-management and self-perception for all grade levels. (Guardrail 3.1)		Ira Witherspoon	06/01/2024	
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Our current implementation efforts will be:</p> <ul style="list-style-type: none"> • Strategic Scheduling/Staffing Plan • EOS/Advanced Coursework Plan • Plan to increase participation in WL, VA, and, PA courses • Plan to increase student access and success in college level course • Plan to increase student access and success in Honors level courses and electives • Test-taking/Preparedness plan for ACT administration • PD Plan: Counselor and StudentServices Teams PD around Endorsements and Scheduling • Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.) 	Limited Development 08/16/2022			
<i>How it will look when fully met:</i>	<p>When this objective is fully met:</p> <ul style="list-style-type: none"> • The Dual Enrollment Program will be in full implementation • Post-secondary enrollment rates will increase • Student academic rigor and performance data will be utilized to determine college readiness • Instructional excellence and alignment will support student transitions 		Nicole Kincade	05/31/2024	

Actions		0 of 2 (0%)		
9/27/22	Counselors will conduct credit checks on each scholar and review endorsements. (Goal 3)		Nicole Kincade	06/01/2023
<i>Notes:</i>				
10/2/22	Senior Parent Night/Informational Sessions (English and Spanish) will be held each semester. (Goal 3)		Nicole Kincade	06/01/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for</p>	Limited Development 08/31/2022		

		schools to review their data, assess progress, and action plan for continuous improvement.				
How it will look when fully met:						
Actions						
<i>Notes:</i>						
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)		Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Established ILT team; includes the principal, teacher leaders and other staff as appropriate</p> <p>Regularly scheduled meetings bi-monthly throughout the year</p> <p>Focusing on the highest priority of our school - student achievement</p>		Limited Development 08/31/2022		
How it will look when fully met:		<p>When this object is fully met:</p> <ul style="list-style-type: none"> • Decisions and concerns regarding general operation and continuous improvement will be addressed in a timely matter with solution • The right people will be on the Leadership Team with student achievement at the forefront of each meeting • Meetings will be productive; the culture of the school will be that of a cohesive nature • Communication will be open and honest • A collaborative culture working together effectively for a common purpose 			Vincent Armstrong	05/31/2023
Actions				0 of 2 (0%)		
	9/27/22	Meetings will be bi-monthly Effective team operating with agendas, keep minutes, stay focused and follow through			Vincent Armstrong	05/31/2023
<i>Notes:</i>						

10/6/22	Support staff will monitor attendance daily. Chronic absentee students will have meets with support staff.		Vincent Armstrong	06/01/2023
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>Currently we are implementing the following efforts:</p> <ul style="list-style-type: none"> • Master Schedule has been build with common planning periods for core disciplines (Math, Science, Social Studies, English). • A Professional Learning Community (PLC) meeting schedule has been established for weekly meetings • Ample time is allotted for PLC meetings • Agendas and minutes are maintained by each department (core discipline). 	Limited Development 09/27/2022		
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How it will look when fully met:	<p>When this objective is fully met:</p> <ul style="list-style-type: none"> • Teachers will implement, assess and adjust instruction in short-term cycles of improvement continuously • Teams will receive timely access to information, including scholar progress data and summaries of classroom observations • Staff will receive professional development on effective teaming practices 		Vincent Armstrong	05/31/2024
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Actions		0 of 2 (0%)		
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10/6/22	Teachers will observe peers duriing walk-throughs and provide feedback and best practices		Nicole Kincade	06/01/2023
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<i>Notes:</i>				
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9/27/22	Insure that all teams prepare agendas for their meetings, and maintain minutes		Vincent Armstrong	05/31/2024
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Provide professional development on effective teaming practices (Goal 4)

Notes:

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Our current implementation efforts will include:</p> <ul style="list-style-type: none"> • Walkthrough and Observation systems and processes • Strategic staffing • Recruitment and Retention Strategies • Use of Core Action walkthrough resources • Coaching and Feedback structures and processes • PD Plan - Building Capacity/Highly Effective Teachers • Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.) • Monitor Attendance 	Limited Development 08/16/2022		
How it will look when fully met:		<p>When this objective is fully met:</p> <ul style="list-style-type: none"> • Classroom instruction will improve as well a scholar performance • The principal's visiability and focus on rigous instruction will be essential • Teachers will be given honest and supportive feedback that will help their professional practices 		Sharon Bracey	05/31/2024
Actions			0 of 3 (0%)		
	9/27/22	Classroom walkthrough data and feedback will be provided to staff in a timely manner. (Goals 2,3, & 4)		Sharon Bracey	05/31/2024
Notes:					

10/2/22	Staff, scholar and family survey data will be reviewed with staff each semester. (Goal 2, 3, & 4)		Sharon Bracey	06/01/2024
<i>Notes:</i>				
10/2/22	Review and evaluate scholar outcome data following benchmark, quarterly and mid-term assessments. (Goals 2,3, & 4)		Sharon Bracey	06/01/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Review of EVAAS data Review of EOY EOC data Benchmark data used to drive instruction (remediation) Use of Navigator Portal for data on EL, EC scholars as well as attendance Review OSS/ISS data 	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		When the objective is fully met: <ul style="list-style-type: none"> The Leadership will know how to data to determine professional development needs and plan appropriate professional development Teachers will be able to assess data as to strengths that need to be celebrated or weaknesses the need shoring up The Leadership team will be able to use data to determine next steps 		Vincent Armstrong	06/09/2023

		<ul style="list-style-type: none"> Scholars' academic progress is improve 		
Actions			0 of 2 (0%)	
10/6/22	Classroom observation data as well as formative assessments will be used during Data Dive meetings to inform future instructional needs. (Goal 2)			Sharon Bracey 06/01/2023
<i>Notes:</i>				
9/27/22	Establish schedule for Leadership Team Meetings Collect/review disaggregated student outcome data Support next steps (Goal 2)			Vincent Armstrong 06/09/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none"> Teacher Evaluation System (Overview of teaching performance - yearly) Interviewing Team New Teachers Support Group Mentor/Mentee Program 	Limited Development 09/27/2022		
How it will look when fully met:		Whe this objective is fully met: <ul style="list-style-type: none"> Teacher retention will increase Consistently will take its' place in classroom instructional practices Scholars' academic performance will increase 		Sharon Bracey	06/10/2024
Actions			0 of 2 (0%)		
10/6/22	A system for observing and providing high leverage feedback to staff consistently			Vincent Armstrong	06/01/2023
<i>Notes:</i>					
9/27/22	Implement a monthly meeting of all new teachers (to CMS/Hawthorne) Assign a Mentor to each new teacher Provide support/incentives for teachers - boost moral			Sharon Bracey	06/10/2024

Provide weekly feedback from observations
(Goals 2, 3, & 4)

Notes:

Core Function: Dimension E - Families and Community

Effective Practice: Family Engagement

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	<ul style="list-style-type: none"> ConnectEd Messaging - weekly to parents (upcoming events, programs, opportunities to volunteer, etc.) Social Media - Website, Twitter, Facebook, Email, Text, etc. Mailings - occasionally Telephone contacts School Improvement Team (parent volunteers) 	Limited Development 09/27/2022		
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<i>How it will look when fully met:</i>	<p>When this objective is fully met:</p> <ul style="list-style-type: none"> Parents will monitor their children's use of time, quality of their televiewing, use of computer games/internet, and their peer associates Communication between parents and school will develop engaging parents Fully engage parents will lead to increase academic progress for scholars Teachers will encourage parents' participation in their scholar's educational journey 		Juanetz Morris	05/31/2024
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Actions **0 of 2 (0%)**

9/27/22	Home visits will be implemented by our Social Worker/Counselors as needed to keep our families informed/updated. (Goals, 3, 4, & 2)		Juanetz Morris	05/31/2024
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Notes: Announcements to families will be made by the Principal

10/2/22	Weekly "Hawk Family" announcements via ConnectED will provide updates to our students and families. (Goal 2, 3, & 4)		Juanetz Morris	06/01/2024
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Notes:

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