

### 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 % in SY2021-22 to 15.3 % in SY2022-23 and 25 % in SY2023-24.

We will meet 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 proving 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 9.9 % in SY2021-22 to 15 % in SY2022-23 and 25 % 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 0 % in SY2021-22 to 5 % in SY2022-23 and 17 % in SY2023-24.

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from \_\_\_ % on the Fall 2021 Panorama Screener (in Grades 6-12) to \_\_\_ % in SY2022-23 and \_\_\_ % in SY2023-24.

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at \_\_\_ % 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 \_\_\_ % in SY2021-22 to \_\_\_ % in SY2022-23 and \_\_\_ % in SY2023-24.



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"> <li>• Curriculum implementation</li> <li>• PLC systems and processes</li> <li>• Evidence of core actions in classrooms</li> <li>• Standard-alignment</li> <li>• Rigor</li> <li>• Engagement</li> <li>• Culturally Responsive Instruction</li> <li>• Data analysis and action planning systems and processes</li> <li>• School PD Plan - Core Instruction and MasteryConnect</li> <li>• 2022-2023 Formal and Informal data</li> <li>• Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)</li> </ul>	No Development 08/16/2022		
<i>How it will look when fully met:</i>		nnn		Sharon Bracey	06/10/2024
<i>Actions</i>			0 of 1 (0%)		
	8/16/22	bbb		Sharon Bracey	06/10/2024
	Notes: bbb				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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"> <li>• Attendance plan (per Board policy)</li> <li>• Implementation of SEL Curriculum</li> <li>• Strategic scheduling and staffing that supports a tiered instructional system</li> <li>• Established and effective MTSS Leadership Team/Student Supports Team</li> <li>• Equitable service delivery models for all students</li> <li>• High-interest social, enrichment, extracurricular and academic support activities for students</li> <li>• Collaborative systems and processes inclusive of all Support Staff</li> <li>• Implementation and use of the Standard Treatment Protocol and Data Decision Rules for Behavior and Social-Emotional Needs</li> <li>• Systems and processes to track the effectiveness of tiered interventions for Behavior and Social-Emotional Needs</li> <li>• School PD Plan - Panorama and Branching Minds</li> <li>• Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)</li> </ul>	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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"> <li>• Strategic Scheduling/Staffing Plan</li> <li>• EOS/Advanced Coursework Plan</li> <li>• Plan to increase participation in WL, VA, and, PA courses</li> <li>• Plan to increase student access and success in college level course</li> <li>• Plan to increase student access and success in Honors level courses and electives</li> <li>• Test-taking/Preparedness plan for ACT administration</li> <li>• PD Plan: Counselor and StudentServices Teams PD around Endorsements and Scheduling</li> <li>• Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)</li> </ul>	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

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
<i>Initial Assessment:</i>		<p>Our current implementation efforts will include:</p> <ul style="list-style-type: none"> <li>• Walkthrough and Observation systems and processes</li> <li>• Strategic staffing</li> <li>• Recruitment and Retention Strategies</li> <li>• Use of Core Action walkthrough resources</li> <li>• Coaching and Feedback structures and processes</li> <li>• PD Plan - Building Capacity/Highly Effective Teachers</li> <li>• Use of additional resources (Position allocations, Title I Funding, Restart Flexibilities, etc.)</li> <li>• Monitor Attendance</li> </ul>	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					