

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 students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 4% in SY2024-25 to 16.7% in SY2025-26. (A2.04)
- The percent of rising 12th-grade students on track to graduate from high school enrolled, enlisted, or employed will increase from ___% in SY2024-25 to ___% in SY2025-26. (A4.10)
- The percent of students scoring Grade Level Proficient (GLP), ML, on the English II End of Course assessment will increase from 18.2% in SY2024-25 to 23.2% in SY2025-26. (B3.03)
- The number of OSS/ISS incidents will decrease from 26 incidents in SY2024-25 to 23 incidents in SY2025-26 (A1.07)
- The percent of Chronic Absenteeism will decrease from 33.9% in SY2024-25 to 29.9% in SY2025-26. (A4.06)
- The school will retain 95% of its highly effective classroom teachers throughout the 2025-26. (Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
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:

We have been successful in establishing PLC Norms. All PLCs utilized our standard meeting agenda. All meetings include celebrations, data discussions, lesson planning, instructional strategies, and MTSS discussions. All agenda items are timed. There is a PLC facilitator, timekeeper, and scribe for each meeting. All agendas and minutes are loaded into our school's shared drive. There were 138 PLC agendas and minutes uploaded to our shared school drive. We have consistently conducted walkthroughs and provided timely feedback. School instructional leads have conducted walkthroughs consistently throughout the school year. Data was collected and shared with staff in a timely manner. 430 Walkthroughs were conducted during this school year for all certified staff. An opportunity for growth is to establish a walkthrough schedule that is utilized consistently. An additional opportunity would be the creation of a walkthrough form that is utilized by all administrators/facilitators and available to staff in a view-only format. We have been successful in reviewing student outcome data following benchmark, quarterly, and midterm assessments. EOC Intervention groups were created using a combination of benchmark data, projection data, and teacher input. Selected students met twice monthly for EOC strategies and practice test questions. From our EVAAS data, 94.6% of Math I students met and exceeded growth on the EOC. 96.4% of English II students met or exceeded growth on the EOC. 89.4% of Math III students met or exceeded growth on the EOC. 97.8% of Biology I Students met or exceeded growth on the EOC. Our school also had students to participate in retest of EOC's from first semester of 2024. Students participated in re-engagement groups. They also received parental permission to retake the assessments. Opportunities for next year include additional EOC Intervention groups expanded to more students in EOC classes. Challenges include additional supports for EOC students through at home practices and an increase in academic facilitators' support during classroom blocks.

Limited Development
08/08/2024

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 visibility and focus on rigorous instruction will be essential Teachers will be given honest and supportive feedback that will help their professional practices 		Sharon Bracey 8/26/23	06/30/2026
Actions		0 of 2 (0%)		
8/27/25	The principal will establish a structured monitoring schedule that includes weekly data team meetings and implementation checks using the FAM-S rubric. The principal will review progress on all required action items during weekly leadership team meetings, gather feedback from staff, and use the collected evidence to adjust supports and professional development, ensuring effective implementation.		Naomi Carpenter 8/26/2025	01/25/2026
<i>Notes:</i>				
8/27/25	The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)		Sharon Bracey 8/26/23	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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

Initial Assessment:

We have created an MTSS team that consists of an administrator, a counselor, a psychologist, a math facilitator, an English master teacher, and other teachers as needed. The MTSS Committee met on the third Wednesday of each month. The committee discussed individual students' academics, attendance, and social-emotional well-being. Opportunities include inviting core teachers to the MTSS Meetings. Our intervention usage among students was moderate at 82%. Agendas and meeting notes were created. Total number of MTSS Meetings were 9. Another success is the implementation of EOC support groups for Math 1 and other EOC Courses. Students with Projected EVAAS scores of high nonproficient to low three participated in twice-a-month interventions to assist in improving their scores on the EOC Assessments. Because of the EOC Intervention Groups, 91.7% of Math 1 students met or exceeded projected growth. 93.8% of Math III students met or exceeded projected growth. 98.7% of English II students met or exceeded projected growth on the EOC Assessment. Additional success was reached by counselors who met with students in danger of not graduating on time. Counselors have been able to meet with and document with all seniors. Successes were also achieved through strengthening the core via weekly PLC meetings where data was discussed with instructional strategies shared and implemented. Facilitators and Master Teacher created small groups for Tier 2 and Tier 3 interventions. Branching Minds groups were created and updated weekly with Interventions. Positive Tier movement amongst students was achieved in Math with the Tier 1 students increasing from 64% to 66%. A Nest/homeroom block was implemented where we have a 40 minute Nest Block daily. Students are able to meet with homerooms for SEL, clubs, and intervention groups on an alternating daily schedule.

Limited Development
08/08/2024

How it will look when fully met:	<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 determinant of tier placement The effectiveness 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. 		Meredith Fox 8/26/2025	06/30/2026
Actions		0 of 6 (0%)		
8/27/25	Student Services will review monthly D/F reports, absenteeism reports, and GSI reports showing which courses have the highest amount of failures to create academic supports and interventions for PLCs. (Goal 4, Guardrail 3, FAM-S 3)		Damita Rhodie 8/26/2024	01/26/2026
<i>Notes:</i>				
8/28/25	Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)		Sharon Bracey 8/26/23	01/31/2026
<i>Notes:</i>				
9/12/25	Military Global and Leadership Academy will utilize Title 1 funds of 2,728.32 for Workshop Expenses (includes PD contracts) to retain 95% of our highly effective teachers.		Sharon Bracey 8/26/23	06/20/2026
<i>Notes:</i>				
9/12/25	Military and Global Military Academy will utilize Title 1 funds of \$11,000 for Supplies & Materials (Instructional for use in the classroom) that will be used to support teachers and students in increasing our English EOC scores from 32.6% CCR to 37.6% CCR.		Meredith Fox 8/26/2025	06/30/2026
<i>Notes:</i>				
9/12/25	Military and Global Military Academy will utilize Title 1 funds of 178.88for Other Food Purchases-Snacks (Parental Related) that will be used to increase parent involvement in the school.		Thomas Coates 8/26/2024	06/30/2026
<i>Notes:</i>				

9/12/25

Hawthorne Academy of Health Sciences will utilize Title 1 funds of \$11,000 for supplies and materials that will be used to support teachers and students in increasing our English EOC scores from 32.6% CCR to 37.6%.

Hannah Park
8/26/2024

06/30/2026

Notes:

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>Successes include English and Math PLCs were able to collaborate with other schools for planning and instructional support. This action has been fully implemented. We have also fully implemented staff uploading lesson plans to the Google Drive weekly for admin feedback. A task team was created to set the parameters around the completion of lesson plans and criteria for rigorous lesson plans. Lesson Plans have been checked weekly, and timely feedback given to staff for glows and grows. We have fully implemented meeting weekly with PLCs for data analysis and instructional outcomes. Departments meet to discuss student performance, progress, and students' positions within the MTSS framework. PLCs also discuss strategies for instruction and reteach. 75% of teachers submitted lesson plans with MTSS data. We implemented Motivational Mondays and PD Wednesdays. These meetings were held during the teachers' PLC time. Motivational Mondays focused on data analysis and next steps. PD Wednesday focused on providing professional development on topics such as technology, ML, and EC students, and creating rigorous lesson plans. We have been successful with students being aware of retest opportunities through communications via Canvas and ParentSquare. Teachers have also been successful in announcing retest opportunities in classrooms. A Math 1 data tracker was created. A challenge was maintaining and fully implementing the tracker throughout the school year. We were able to use Title 1 funds to purchase technology, reading materials, and study materials for students. Ttle 1 funds were also used to fund an EC Teacher Assistant.</p>	Limited Development 08/08/2024		
<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 		Thomas Coates 8/26/2024	06/30/2026
<i>Actions</i>			0 of 5 (0%)		
	8/27/25	The administrative team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once a week. (Goal 1, FAM-S 29)		Hannah Park 8/26/2024	01/30/2026
<i>Notes:</i>					

8/28/25	The administrative team & department chairs will develop a calibrated walkthrough document to guide weekly walkthroughs of all teachers, identifying coaching needs and ensuring standards-aligned instruction. (Goal 2 FAM-S 29)		Hannah Park 8/26/2024	06/30/2026
<i>Notes:</i>				
9/12/25	Military and Global Leadership Academy will utilize Title 1 funds of 11,489.92 for a .5 Tutor (25 hours), 9 months to increase Math 1 CCR from 4% to 16.7%.		Nicole Kincade	06/30/2026
<i>Notes:</i>				
9/12/25	Hawthorne Academy of Health Sciences will utilize Title 1 funds of \$11,490 for a .5 9-month tutor, working 25 hours per week, to increase Math 1 GLP from 24% to 29%.		Nicole Kincade	06/30/2026
<i>Notes:</i>				
10/1/25	Duty-free planning: Provide a 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, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Nikki Finger 8/26/2025	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning

	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
--	-----	-------	---	-----------------------	-------------	-------------

<p>Initial Assessment:</p>	<p>We had great success with schoolwide assemblies introducing the “Hawthorne Way”. Our Principal led our assemblies with support from the assistant principals. All students were present to receive information related to behavior, academic support, and consequences. Students were also given information about incentives for good behavior and academic excellence. Eligible students were offered credit recovery to ensure their success and promotion with support from staff members and administrators. Another success is within the endorsements for students. Our counselors were able to meet with students to discuss credits and endorsement planning. Our graduating class earned 41 endorsements on their diplomas. Schoolwide information sessions were conducted twice per month during homeroom on Wednesdays. Three Parent engagement sessions were conducted. We had great success with parent attendance during our two in-person sessions. Over 20% of our parents attended our first session. During our third and final in-person session, over 22% of parents and families attended.</p> <p>We utilized Title 1 funding to expand our .5 Social Worker to a full time position to further support our students' social and emotional needs. We also used Title 1 funding to purchase podcast equipment to provide creative outlets for our students to express themselves.</p> <p>Our school utilized Capturing Kids Hearts to help our students maintain a positive perspective of themselves and those around them. The curriculum provides strategies to show respect, perseverance, and to be courageous.</p>	<p>Limited Development 08/08/2024</p>		
<p>How it will look when fully met:</p>	<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 		<p>Hannah Park 8/26/2024</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/27/25</p>	<p>Hawthorne will develop and implement a comprehensive attendance plan that includes early identification of at-risk students, regular monitoring of attendance data, and targeted interventions to improve student attendance and engagement. (FAM-S 30)</p>		<p>Hannah Park 8/26/2024</p>	<p>01/30/2026</p>
<p>Notes:</p>				

10/1/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Meredith Fox 8/26/2025	06/30/2026
<i>Notes:</i>				
10/1/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Bruce Bonner 8/25/2025	06/30/2026
<i>Notes:</i>				
8/27/25	Teachers will implement daily Social Emotional Learning time using the Capturing Kids' Hearts program (Morning Meetings, Journaling, Good Things, Signals (Time Out, Check, Foul)) as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Guardrail 3, FAM-S 31)		Thomas Coates 8/26/2024	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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

Initial Assessment:

Hawthorne has communicated weekly with parents to provide updates and expectations for students during the school year. We have communicated via ParentSquare exclusively. 90% of our parents were connected to ParentSquare after our beginning-of-the-year Open House. Parents have been informed of what they can do to support the curriculum at home. Parents have also been informed of Parent Engagement events and registration deadlines. We sent out 170 Schoolwide ParentSquare to parents and students. Hawthorne updated parents on attendance, exam exemptions, testing schedules, parent engagement events, The Hawthorne Way behavior system, our tardy policy, academic, and attendance recovery. Curriculum Nights were held for all students, including specialized populations, to inform parents of what they can do at home to assist their students. Additionally, we have logged 1091 parent contacts via phone, email, and ParentSquare by teachers and administrators. Our Social Worker and Counselors implemented home visits. Home visits were scheduled based on attendance, academics, and SEL. Our Student Support team made 10 home visits this school year. Check-ins and Checkouts were also implemented with students in need of assistance with behavior and social/ emotional well-being. One challenge that we've had as a magnet school is getting parents to come into the building. Our families are spread all across the county, with some without the ability to travel across the county. An opportunity exists for more virtual parent engagement and availability for questions and answers online.

We have purchased two books this school year with Title 1 funds. Parents received two books: both related to assisting students with adjusting to high school.

Limited Development
08/08/2024

How it will look when fully met:	<p>When this objective is fully met:</p> <ul style="list-style-type: none"> • Parents will monitor their children's use of time, 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 		Nikki Finger 8/26/2025	06/30/2026
Actions		0 of 4 (0%)		
8/27/25	The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goal 1, Guardrail 3)		Nikki Finger 8/26/2025	01/30/2026
<i>Notes:</i>				
8/27/25	The school will utilize its MTSS-linked teaming structure to ensure consistent and collaborative communication with families regarding student progress in academics, behavior, attendance, and social-emotional development. PLCs will meet biweekly to review student data and coordinate communication efforts, ensuring families receive targeted updates and supports aligned with each tier of intervention. The principal will oversee the communication efforts by teachers. (FAM-S 3)		Nikki Finger 8/26/2025	06/30/2026
<i>Notes:</i>				
9/12/25	Hawthorne Academy of Health Sciences will utilize \$ 37,064.44 of Title 1 funding for a Family Parent Advocate, a 10-month position, to support all parents (especially bilingual) to increase parent engagement and communication.		Meredith Fox 8/26/2025	06/30/2026
<i>Notes:</i>				
9/12/25	Hawthorne Academy of Health Sciences will utilize Title 1 funds of \$878.48 for Supplies & Materials (Parental Related) to increase participation of parents by 5% in parent engagement events.		Ms. D'joi	06/30/2026
<i>Notes:</i>				