Gadsden County Schools

HAVANA MAGNET SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Havana Magnet School is to be accountable for providing a globally competitive education that empowers students to achieve academic and personal success in order to become responsible citizens in society.

Student Friendly- The mission of Havana Magnet School is to provide a rigorous learning environment where students feel safe to achieve academic and personal success.

Provide the school's vision statement

The vision of Havana Magnet School is to develop a legacy of young minds who utilize their critical thinking skills to embrace academic challenges as an opportunity not an obstacle, and to embrace cultural diversity as equality not inequqlity. Students will become self-driven learners and active participants in society by taking personal ownership of their academic journey. Learning at Havana Magnet School will reach outside its walls so that students develop a global perspective of their future role in protecting and improving the world in which they live.

Student Friendly-
The vision of Havana Magnet School is for students to become a self-driven learner, who thinks critically and take ownership of their own learning in a positive engaged environment.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Thelma Hickman

hickmant@gcpsmail.com

Position Title
Principal

Job Duties and Responsibilities

Serves as the instructional leader of the school, establishing a clear vision for the staff and all stakeholders. Guides and observes teachers in using data-driven decision-making to ensure that all students meet or exceed expectations. Regularly meets with teachers to monitor the progress of students in Tiers 1, 2, and 3, and provides support in adapting instructional strategies based on data to address the individual needs of each student.

Oversees and manages all aspects of the school, with a commitment to ensuring equitable instruction for all students. Prioritizes increasing academic achievement across all content areas and closing achievement gaps. Focuses on building teacher capacity to meet diverse student needs while fostering strong relationships with the community, parents, and business partners to support HMS initiatives.

Leadership Team Member #2

Employee's Name
Deborah Dickey

shafferd@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the Principal by serving as an instructional leader. Assists and observes teachers in using data-driven decision-making to ensure all students are meeting or exceeding expectations. Regularly meets with teachers to discuss progress monitoring for students in Tiers 1, 2, and 3, and provides support in adjusting and enhancing instructional strategies based on data to meet each student's individual needs.

Focused on goals to increase student academic achievement across all content areas and close achievement gaps, while also building strong relationships with the community, parents, and business

partners to support HMS initiatives. Additionally, ensures a safe and equitable learning environment for all students. The Assistant Principal is responsible for reviewing curricula across all content areas,regularly analyzing data to ensure students are mastering the standards outlined in pacing guides.

Furthermore, she monitors and models effective instructional programs and strategies for teachers.

Leadership Team Member #3

Employee's Name
Shannon Williams

williamssha@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the Principal by serving as an instructional leader. Assists and observes teachers in using data-driven decision-making to ensure all students are meeting or exceeding expectations. Regularly meets with teachers to discuss progress monitoring for students in Tiers 1, 2, and 3, and provides support in adjusting and enhancing instructional strategies based on data to meet each student's individual needs.

Focused on goals to increase student academic achievement across all content areas and close achievement gaps, while also building strong relationships with the community, parents, and business partners to support HMS initiatives. Additionally, ensures a safe and equitable learning environment for all students. The Assistant Principal is responsible for reviewing curricula across all content areas, regularly analyzing data to ensure students are mastering the standards outlined in pacing guides.

Furthermore, she monitors and models effective instructional programs and strategies for teachers.

Leadership Team Member #4

Employee's Name
Victoria Harden

hardenvic@gcpsmail.com

Position Title
Kindergarten Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

1. Orienting New Teachers to the Team

• Welcoming and Supporting New Teachers: One of the primary responsibilities of the grade level chair is to provide orientation and ongoing support to new teachers joining the team. This includes introducing them to the school's culture, policies, procedures, and expectations. The grade level chair acts as a mentor, helping new teachers acclimate to their roles by sharing resources, offering guidance, and providing feedback. This support is vital for new teachers to feel confident and capable as they navigate their responsibilities.

• Facilitating Integration: The grade level chair ensures that new teachers are integrated into the team by involving them in collaborative planning, discussions, and decision-making processes. This helps new teachers feel like valued members of the team and encourages them to contribute their ideas and expertise.

2. Facilitating Grade Level Meetings

• Planning and Leading Meetings: The grade level chair is responsible for organizing and leading regular team meetings. These meetings are essential for discussing curriculum planning, student progress, assessment strategies, and other grade-level concerns. The chair sets the agenda, ensures

that meetings are productive, and keeps the discussions focused on achieving the team's goals.

• Promoting Collaboration: During meetings, the grade level chair fosters a collaborative environment where all team members can share their insights, challenges, and successes. This collaboration is key to developing cohesive instructional strategies and ensuring consistency in teaching practices across the grade level.

Leadership Team Member #5

Employee's Name
Rechelle Dantley

dantleyr@gcpsmail.com

Position Title
1st Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #6

Employee's Name
Karen Weaver

weaverkar@gcpsmail.com

Position Title
2nd Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #7

Employee's Name
Nave Vickers

vickersnav@gcpsmail.com

Position Title
3rd Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #8

Employee's Name
Lisa Mclean-Dwyer

mcleanl@gcpsmail.com

Position Title
4th Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #9

Employee's Name
Stanley Bell

bells@gcpsmail.com

Position Title
5th Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #10

Employee's Name
Timuna Mattis

mattist@gcpsmail.com

Position Title
6th Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #11

Employee's Name
Wendy Gee

geew@gcpsmail.com

Position Title
7th Grade Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

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Leadership Team Member #12

Employee's Name
Tanya Jones-Wilborn

jonest@gcpsmail.com

Position Title
8th Grade Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

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Leadership Team Member #13

Employee's Name
Marshall Williams

williamsma@gcpsmail.com

Position Title
ESE Resource Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

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Leadership Team Member #14

Employee's Name
TBD

TBD

Position Title
Social Worker

Job Duties and Responsibilities

The individual must possess the ability to read, interpret, and enforce State Board rules, the Code of Ethics, School Board policies, and applicable state and federal laws. Additionally, they should have a thorough knowledge of child development and an understanding of the unique needs and characteristics of the students they serve. The individual should also be well-versed in guidance and counseling principles, programs, and services, as well as have a strong foundation in tests and measurement theory. Furthermore, they should be knowledgeable about community resources and

services available to assist students. The ability to counsel and support students, parents, and school personnel in addressing issues related to student learning, behavior, and mental health is essential.The individual should be capable of administering student assessments and evaluation instruments,analyzing and utilizing data, and effectively communicating the results of assessments and evaluations. Finally, they must have the ability to consult with parents, school personnel, and the public, while maintaining sensitivity to multicultural issues.

Explanation:

1. Ability to Interpret and Enforce Rules and Policies:

• Interpretation and Enforcement: The ability to read, interpret, and enforce rules, policies, and laws is crucial for ensuring that the school operates within the legal and ethical frameworks established by state and federal authorities. This involves understanding the intricacies of State Board rules, the Code of Ethics, and School Board policies, and applying them consistently across the school environment to maintain compliance and uphold standards.

• Ethical Responsibility: Understanding and enforcing the Code of Ethics is particularly important in maintaining professional integrity and accountability among school personnel. This ensures that decisions and actions taken within the school are aligned with ethical guidelines and best practices.

2. Knowledge of Child Development:

• Understanding Unique Needs: A strong understanding of child development is essential for recognizing the unique needs and characteristics of students at various stages of growth. This knowledge enables educators to tailor their approach to meet the developmental needs of students, fostering a supportive and nurturing learning environment.

• Supportive Strategies: This understanding allows educators to implement age-appropriate strategies that enhance learning, behavior, and social-emotional development, ensuring that students receive the support they need to thrive.

3. Guidance and Counseling Knowledge:

• Comprehensive Guidance Programs: Knowledge of guidance and counseling principles, programs, and services is vital for supporting students' academic, social, and emotional well-being. This includes understanding how to implement and manage effective counseling programs that address the diverse needs of students.

• Student Assistance: Educators with this knowledge are better equipped to guide students through personal and academic challenges, providing them with the tools and support needed to succeed both in school and in life.

4. Tests and Measurement Theory:

• Assessment Literacy: A solid understanding of tests and measurement theory is important for administering and interpreting student assessments. This includes knowledge of how to select, administer, and evaluate various assessment tools to accurately measure student progress and identify areas for improvement.

• Data Utilization: Educators who are proficient in this area can use assessment data to inform instruction, adjust teaching strategies, and make data-driven decisions that enhance student learning outcomes.

5. Knowledge of Community Resources:

• Resource Accessibility: Familiarity with community resources and services available for student assistance ensures that educators can connect students and families with the support they need. This might include mental health services, social services,tutoring programs, and other community-based resources that contribute to student success.

• Holistic Support: By leveraging community resources, educators can address the broader needs of students, including those related to health, wellness, and family support, thereby fostering a more holistic approach to education.

6. Counseling and Assistance Skills:

• Problem Resolution: The ability to counsel and assist students, parents, and school personnel in resolving problems related to learning, behavior, and mental health is crucial for creating a positive and supportive school environment. This involves active listening, empathy, and the application of counseling techniques to help individuals navigate challenges and find solutions.

• Conflict Management: These skills are also essential for managing conflicts and promoting a collaborative approach to problem-solving within the school community.

7. Assessment and Evaluation:

• Instrument Administration: The ability to administer student assessment and evaluation instruments ensures that educators can accurately measure and monitor student progress. This involves understanding how to use various tools and techniques to assess academic performance, behavior, and social-emotional development.

• Data Analysis: Analyzing and using data effectively is key to identifying trends, strengths, and areas for improvement. Educators who are skilled in data analysis can use this information to tailor instruction, support interventions, and track student growth over time.

8. Communication Skills:

• Effective Communication: The ability to verbally communicate the results of assessments and evaluations is important for ensuring that parents, students, and school personnel understand the

implications of the data. Clear communication helps build trust, fosters collaboration, and ensures that everyone involved is on the same page regarding a student's progress and needs.

• Consultation: Consulting with parents, school personnel, and the public requires strong interpersonal skills, cultural sensitivity, and the ability to convey complex information in an accessible and understandable manner.

9. Multicultural Sensitivity:

• Cultural Awareness: Maintaining sensitivity to multicultural issues is essential in today's diverse educational environment. This involves recognizing and respecting the cultural backgrounds, values, and perspectives of all students and families, andensuring that the school's policies, practices, and programs are inclusive and equitable.

• Inclusive Practices: Educators who are culturally sensitive can create a more inclusive and welcoming environment for all students, which is crucial for promoting equity and addressing the diverse needs of the school community.

In summary, these abilities and knowledge areas are critical for ensuring that educators can effectively support students' academic, social, and emotional needs while maintaining a safe,inclusive, and compliant school environment. By developing and applying these skills, educators can contribute to the overall success and well-being of their students, school, and community.

Leadership Team Member #15

Employee's Name
TBD

TBD

Position Title
School Counselor

Job Duties and Responsibilities

The Guidance Counselor plays a pivotal role in supporting the academic, social, and emotional development of all students, ensuring that each child has the tools and resources needed to succeed in school and beyond. As an integral part of the School Improvement Plan, the Guidance Counselor works collaboratively with students, teachers, parents, and administrators to create a positive and inclusive school environment that promotes student well-being and academic achievement.

Key Responsibilities:

1. **Academic Support and Planning**:
   - Assists students in developing academic goals and creating personalized education plans that align with their strengths, interests, and future aspirations.
   - Monitors student progress and works with teachers to identify and support students who may be at risk of falling behind, ensuring that they receive the necessary interventions and resources.
   - Provides guidance on course selection, graduation requirements, and post-secondary options, including college and career planning.

2. **Social-Emotional Development**:
   - Implements and coordinates social-emotional learning (SEL) programs that help students develop essential life skills, such as resilience, empathy, and effective communication.
   - Provides individual and group counseling sessions to address issues related to self-esteem, peer relationships, family dynamics, and mental health.
   - Develops and leads initiatives that promote a positive school climate, reduce bullying, and encourage respectful and supportive interactions among students.

3. **Crisis Intervention and Conflict Resolution**:
   - Responds promptly to student crises, providing immediate support and connecting students and families with external resources as needed.
   - Facilitates conflict resolution sessions, helping students navigate disputes and fostering a culture of understanding and cooperation within the school.
   - Collaborates with mental health professionals, social workers, and other support staff to ensure comprehensive care for students facing significant challenges.

4. **Collaboration and Consultation**:
   - Works closely with teachers, administrators, and parents to create a coordinated approach to student support, sharing insights and strategies to enhance student outcomes.
   - Provides professional development for staff on topics such as mental health awareness, behavior management, and effective communication with students and parents.
   - Acts as a liaison between the school, families, and community agencies to ensure that students have access to the resources they need to thrive.

5. **Data-Driven Decision Making:**
   - Collects and analyzes data related to student behavior, attendance, academic performance, and social-emotional well-being to identify trends and inform school-wide interventions.
   - Uses data to track the effectiveness of counseling programs and initiatives, making adjustments as necessary to better meet the needs of the student population.
   - Contributes to the school's continuous improvement efforts by providing insights and recommendations based on data analysis and direct student interactions.
6. **Equity and Inclusion:**
   - Advocates for the needs of all students, with a focus on ensuring equitable access to educational opportunities and support services.
   - Works to eliminate barriers to success for historically marginalized or underserved student groups, promoting a school environment that values diversity and inclusion.
   - Develops programs and initiatives that address the unique needs of different student populations, including those with disabilities, English language learners, and students from diverse cultural backgrounds.

Impact on School Improvement:

The Guidance Counselor's role is essential in advancing the goals of the School Improvement Plan by directly contributing to the academic success, emotional well-being, and overall development of students. Through targeted support, data-driven interventions, and collaborative efforts with the school community, the Guidance Counselor helps to create a school environment where every student can succeed and reach their full potential. Their work is integral to fostering a positive school climate, improving student outcomes, and ensuring that the school meets its improvement goals.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The development of the School Improvement Plan (SIP) at Havana Magnet School (HMS) is a comprehensive and collaborative process designed to reflect the voices, priorities, and aspirations of our entire school community. This collaborative effort will include the school principal, assistant principals, instructional coach, team leaders, parents, Student Government officers, and community school partners. Together, these stakeholders will ensure that the plan reflects our shared

commitment to academic excellence, student success, and continuous school improvement.

To create a meaningful and data-driven SIP, HMS will utilize information gathered from year-end surveys completed by students, parents, and teachers. This data will inform our goal-setting process and guide our instructional priorities for the upcoming academic year. Regular SIP meetings will be scheduled and added to the school calendar to promote transparency and encourage consistent participation. Invitations to these meetings will be distributed at least seven days in advance, ensuring all stakeholders have ample time to prepare and contribute effectively.

Family and Community Engagement

Family and stakeholder engagement are essential components of the success of our schoolwide program. HMS will engage a diverse group of parents and family leaders, including representatives of English language learners and students with unique needs, to participate in the development and revision of the SIP. These leaders will play an instrumental role in shaping training and engagement opportunities that are culturally responsive and designed to enhance the instructional program and elevate student academic achievement.

Havana Magnet School recognizes that authentic engagement must go beyond meetings. Parents and families will be encouraged to participate in a variety of capacity-building activities and events, such as academic workshops, family literacy nights, and curriculum presentations. Special emphasis will be placed on expanding access to these events and offering flexible scheduling to accommodate families.

Incorporation of Field Trips and Experiential Learning

To further enrich student learning and promote stakeholder engagement, HMS will strategically incorporate academic field trips as part of the schoolwide plan. These field trips will be aligned with curriculum goals and designed to provide real-world learning experiences that support and enhance classroom instruction. Family members and community volunteers will be invited to serve as chaperones and active participants, further reinforcing the partnership between home, school, and community. Feedback from these experiences will be collected to inform future activities and ensure they meet both educational standards and the interests of students and families.

Ongoing Communication and Transparency

Havana Magnet School is committed to fostering strong, consistent, and inclusive communication with families. We utilize a variety of communication tools, including:

- Home-to-school and school-to-home communication in multiple languages
- Flyers, monthly newsletters, and school bulletins
- HMS Parent and Guardian Remind messages
- Updates on the school website, email alerts, and social media platforms
- Learning platforms such as Class Dojo, Clever, Classroom Remind, and Focus

These channels ensure that families are informed, empowered, and equipped to play an active role in their child's education and in the broader school improvement process.

Parent and Community Involvement in Title I Programs

Parents have a critical role in the planning, implementation, and evaluation of Title I programs. The School Advisory Council (SAC) will serve as the primary structure through which families can engage in decision-making regarding Title I funds, instructional programs, and student services. Parents will also have opportunities to:

- Participate in the Annual Title I Meeting
- Attend SAC meetings, Parent Expo events, and family engagement workshops
- Provide feedback through academic data reviews and stakeholder surveys
- Contribute to the ongoing review and refinement of the Parent and Family Engagement Plan

Community Support and Partnerships

HMS is proud to collaborate with local businesses, nonprofit organizations, and civic groups who share our vision of student success. Our community partners actively support school initiatives by contributing time, expertise, services, and supplies. These partnerships not only enrich the student experience but also promote a culture of collective responsibility and shared leadership.

In summary, Havana Magnet School's approach to developing the SIP and implementing Title I programs is rooted in collaboration, transparency, and a deep respect for the contributions of our families and community. Through inclusive planning, open dialogue, meaningful engagement opportunities, and dynamic educational experiences like field trips, HMS is building a stronger, more connected school that is prepared to meet the evolving needs of all students.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

At Havana Magnet School (HMS), everything we do is guided by one core belief: **it's all about the students.** Our goal is to ensure that every scholar is equipped with the tools, resources, and support they need to succeed not only in the classroom, but in life. We know that the path to student achievement is strengthened by authentic partnerships among families, school staff, and the community. That's why we are committed to transparency, collaboration, and action in everything we do—starting with the **Schoolwide Improvement Plan (SIP).**

The SIP outlines our vision, goals, and specific strategies to raise student achievement, strengthen instruction, and create an environment where every child can thrive. To ensure this plan is accessible and meaningful for our families, HMS will publish the SIP in multiple locations:

- On our official school website
- On our Facebook page
- In the main lobby of the school

By making this plan widely available, we are making sure every parent, guardian, and community member has a clear understanding of our direction and an open invitation to be a part of the journey. But at HMS, we go beyond words—we let data drive our decisions. Our teachers continuously analyze student progress through high-quality assessment tools like STAR Early Literacy, STAR Reading, STAR Math, FAST ELA, FAST Math, and Science (where applicable). This data gives us a detailed picture of how each student is performing, allowing us to identify both strengths to celebrate and areas that need additional support.

This process isn't done in isolation. Grade-level and content-area teachers meet weekly during **Professional Learning Communities (PLCs)** to review this data. These collaborative meetings empower teachers to discuss trends, share strategies, and adjust instruction to meet the real-time needs of their students. Through these efforts, we ensure that instruction is not only aligned to standards, but **customized to the unique learning journey of each student.**

After each round of Progress Monitoring (PM), our teams immediately review the results to refine our instructional plans, adjust interventions, and deliver support when and where it's needed most. We don't wait. We act—because every instructional minute matters. These reviews are also monitored by the Gadsden County School District, helping ensure our efforts remain aligned to district-wide goals for excellence.

In some cases, our data may even inform staffing decisions—ensuring that our students are taught by the educators who are best equipped to meet their academic needs. This **data-driven staffing model** is another way we ensure every child gets the support and high-quality teaching they deserve. Through every step of this process, **our students are at the center.** Our commitment is to provide them with rigorous, engaging instruction within a nurturing environment. But we know we cannot do it alone.

Parents and families, you are essential. Your involvement makes a difference. Whether it's attending a parent meeting, reviewing the SIP, engaging in a data chat, or simply checking in with your child's teacher—your voice matters. Your partnership ensures that our students feel supported, both at school and at home.

Together, we are shaping a brighter future for every student at Havana Magnet School. With your continued engagement and support, we can ensure that our students not only meet expectations—they **exceed them.**

Let's continue to work hand in hand to create a school community where every child is known, valued, and challenged to achieve their very best.

Thank you for your commitment to our scholars. At HMS, the future is bright—because it's all about the students.

#OnwardAndUpward #ItsAllAboutTheStudentsAtHMS #NoExcuses

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: D** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
School Enrollment	70	56	63	74	54	47	46	46	50	506
Absent 10% or more school days	41	41	35	28	33	23	18	20	23	262
One or more suspensions	7	15	18	14	27	10	20	22	22	155
Course failure in English Language Arts (ELA)	1	7	11	17	20	18	22	0	10	106
Course failure in Math	2	7	8	6	8	10	24	8	1	74
Level 1 on statewide ELA assessment	31	31	31	27	21	13	12	10	9	185
Level 1 on statewide Math assessment	22	25	30	23	19	15	16	10	8	168
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	47	39	40	36	18	16	23	11	5	235
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	36	38	30	35	36	26	32	21	22	276

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	2	7	4	0	1	1	0	19
Students retained two or more times	0	0	0	2	5	2	2	1	1	13

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	28	27	25	21	25	16	9	13	13	177
One or more suspensions	6	6	10	7	17	3	13	5	7	74
Course failure in English Language Arts (ELA)	1	8	11	20	22	18	24	1	10	115
Course failure in Math	2	7	8	9	10	10	25	8	1	80
Level 1 on statewide ELA assessment	2	12	25	32	19	12	22	10	7	141
Level 1 on statewide Math assessment	2	20	14	28	16	13	17	8	8	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	1		1						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	19	23	29	28	18	28	14	13	180

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	2	10	7		1	2		26
Students retained two or more times				3	5	2	3	1	1	15

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	43	40	61	39	32	58	30	32	53
Grade 3 ELA Achievement	41	47	62	30	45	59	25	47	56
ELA Learning Gains	54	54	61	61	46	59			
ELA Lowest 25th Percentile	62	60	55	62	49	54			
Math Achievement*	42	42	62	45	37	59	37	33	55
Math Learning Gains	51	54	60	62	50	61			
Math Lowest 25th Percentile	46	56	53	62	55	56			
Science Achievement	42	33	57	23	21	54	23	20	52
Social Studies Achievement*	63	55	74	65	45	72	26	38	68
Graduation Rate		86	72		63	71		70	74
Middle School Acceleration	61	60	75	34	48	71	65	56	70
College and Career Acceleration		62	56		89	54		69	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	70	43	61	64	57	59	36	50	55

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	575
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
52%	50%	36%	41%	41%		62%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	4	
English Language Learners	67%	No		
Black/African American Students	46%	No		
Hispanic Students	62%	No		
White Students	52%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	43%	41%	54%	62%	42%	51%	46%	42%	63%	61%			70%
Students With Disabilities	35%		54%	35%	27%	49%	42%	35%	45%				
English Language Learners	45%		66%	86%	62%	66%	77%						70%
Black/African American Students	41%	35%	50%	50%	37%	45%	32%	41%	65%	61%			
Hispanic Students	50%	55%	59%	81%	63%	70%	77%	54%	45%				67%
White Students	41%		75%		41%	50%							
Economically Disadvantaged Students	42%	38%	50%	58%	39%	47%	37%	43%	63%	63%			73%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	39%	30%	61%	62%	45%	62%	62%	23%	65%	34%			64%
Students With Disabilities	7%		49%	48%	15%	44%	42%	8%					
English Language Learners	40%		55%		47%	52%							64%
Black/African American Students	35%	23%	61%	66%	40%	61%	67%	17%	59%	27%			
Hispanic Students	50%	70%	66%	46%	62%	62%		32%		50%			
White Students	33%		45%		53%	58%							
Economically Disadvantaged Students	38%	30%	61%	61%	44%	60%	62%	22%	64%	33%			64%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	30%	25%			37%			23%	26%	65%			36%
Students With Disabilities	15%				25%			23%					
English Language Learners	30%				48%			18%					46%
Black/African American Students	29%	29%			34%			21%	13%	54%			
Hispanic Students	36%				47%			25%	58%				
White Students	13%				38%								
Economically Disadvantaged Students	30%	27%			37%			18%	27%	61%			55%

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

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

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

2024-25 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	39%	38%	1%	57%	-18%
ELA	4	38%	36%	2%	56%	-18%
ELA	5	50%	36%	14%	56%	-6%
ELA	6	31%	30%	1%	60%	-29%
ELA	7	42%	40%	2%	57%	-15%
ELA	8	46%	35%	11%	55%	-9%
Math	3	36%	48%	-12%	63%	-27%
Math	4	45%	44%	1%	62%	-17%
Math	5	46%	35%	11%	57%	-11%
Math	6	27%	33%	-6%	60%	-33%
Math	7	53%	41%	12%	50%	3%
Math	8	40%	36%	4%	57%	-17%
Science	5	42%	25%	17%	55%	-13%
Science	8	8%	8%	0%	49%	-41%
Civics		63%	55%	8%	71%	-8%
Biology		70%	46%	24%	71%	-1%
Algebra		39%	26%	13%	54%	-15%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The notable improvement in 5th Grade Science, Biology and each grade's increse in proficiency rates can be attributed to a strategic and intentional system of instructional practices, continuous data analysis, effective use of personnel, and student-centered learning experiences. Below is a breakdown of key strategies and action steps that contributed to our academic success and will continue to guide our school improvement efforts.

1. Regular Data Chats with Stakeholders

Explanation:

Ongoing data chats between teachers, students, administrators, and instructional coaches were critical in keeping instruction aligned with student needs. These reflective conversations occurred weekly and provided opportunities to immediately adjust instruction, set goals, and ensure student ownership of learning. Students began to track their own progress, increasing accountability and motivation.

2. Spiral Review for Knowledge Retention

Explanation:

Teachers implemented spiral review techniques to reinforce prior learning continuously. In Algebra and Civics, where mastery of foundational concepts is essential, revisiting previously taught skills allowed students to retain and apply knowledge in new contexts, reducing skill gaps and supporting long-term academic growth.

3. Use of Exit Tickets and Daily Formative Checks

Explanation:

Exit tickets and bell ringers were used consistently to assess student understanding in real-time. Teachers analyzed this data daily to inform the next day's instruction. This ensured that misconceptions were addressed immediately, rather than compounding over time.

4. Collaborative Content Planning (PLCs)

Explanation:

Dedicated time for weekly PLCs enabled teachers to co-plan, unpack standards, analyze data, and align assessments. These collaborative sessions fostered a shared vision and deepened teachers' understanding of the benchmarks, leading to more coherent and targeted instruction.

5. Data Tracking and Ongoing Analysis

Explanation:

Teachers and instructional leaders continuously monitored student progress through dashboards, benchmark assessments, and classroom data. This allowed for data-driven groupings, re-teaching, and strategic interventions, particularly for students at risk of not demonstrating proficiency.

6. Targeted Small Group Instruction

Explanation:

Data-informed small group instruction was used across grade levels to meet the diverse needs of learners. These groups provided remediation, enrichment, and practice in test-taking strategies. Certified staff and paraprofessionals pushed in or pulled out based on real-time data, offering focused instruction in both math and Civics.

7. Utilizing Human Resources Effectively

Explanation:

Administrators, instructional coaches, ETO personnel, and paraprofessionals were strategically deployed to provide support. Their involvement during core instruction and intervention blocks created additional layers of support, ensuring that no student fell through the cracks.

8. Block Scheduling for Extended Instructional Time

Explanation:

Block scheduling in middle school created opportunities for deeper engagement and longer instructional periods. This allowed for full lesson cycles including modeling, guided practice, independent work, and exit activities—all within one class period.

9. Student Progress Monitoring and Reflection

Explanation:

Students engaged in regular goal-setting, tracking their benchmark growth and daily performance. These habits built agency and investment, helping students see the value of their efforts and the results of persistence.

10. Regular Exposure to Test-Like Items

Explanation:

Teachers infused test-format questions into daily lessons and assessments. This consistent exposure to item stems, distractors, and multi-step prompts helped students build confidence and familiarity with the demands of state assessments.

11. Instructional Field Trips to Support Real-World Connections

Explanation:

Intentional, standards-aligned field trips were used to support and extend classroom learning, especially in Civics. Visits to local government buildings, mock trials, and museum tours offered students tangible experiences to connect abstract concepts with real-world applications. Math-focused field trips, such as budgeting workshops and STEM simulations, reinforced content relevance and sparked student interest.

Additional Contributing Factors

- **Experienced Teachers and Peer Collaboration:**
  The ability to mentor, model, and share effective practices during PLCs significantly boosted instructional quality.
- **Parent Engagement and Communication:**
  Regular communication with families about progress, support strategies, and expectations helped reinforce learning at home.
- **Behavioral and SEL Supports:**
  Positive behavior systems and social-emotional learning interventions created safe, focused classrooms conducive to rigorous instruction.

Action Steps and Evidence-Based Interventions

- **Sustain and Expand Data-Driven Instruction:**
  Teachers will continue to use data to inform instruction and grouping.
- **Increase Frequency of Targeted Small Groups:**
  Focused interventions will be embedded into the daily schedule, especially for Tier 2 and 3 students.
- **Enhance Use of Technology and Digital Tools:**
  Technology platforms will be used for diagnostics, practice, and individualized learning paths.
- **Build More Real-World Connections Through Field Experiences:**
  Expand the number of field trips directly tied to curriculum objectives in Algebra and Civics.

Monitoring and Measurable Outcomes

- **Ongoing Data Analysis & Adjustments:**
  Benchmark data and formative assessments will be monitored for trends and instructional shifts.
- **Teacher Coaching and Support:**
  Teachers will continue to receive feedback, modeling, and planning support through instructional coaching.
- **Increased Student Proficiency & Learning Gains:**
  Monitoring will focus on both overall proficiency and individual learning gains in core tested subjects.

Conclusion

The significant improvements in 5th Grade Science, Biology, and each grade's profiency were not accidental—they were the result of deliberate planning, consistent execution, and the unwavering belief that all students can learn at high levels. Through a blend of rigorous instruction, collaborative planning, data-driven interventions, and meaningful learning experiences like instructional field trips, our students gained the skills, confidence, and knowledge needed to succeed.

As we continue to build on this foundation, we remain committed to refining our practices and removing barriers to ensure even greater student achievement in the years to come.

Lowest Performance

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

Havana Magnet School (HMS) has seen a decline in performance on state assessments since 2018, with notable decreases in student achievement in both Science and Math. This decline is evident in the data, where Science scores dropped from 45% proficiency in 2018 to 23% in both 2023 and 2024. 8th Grrade Science has continued to decline. In 2021, we acheived only 3%. In 2022-23, all students tested Biology with only 23% proficiency.   In 2025, we achieved only 8% for 8the Grade Science.
Math proficiency has also declined from 69% in 2018 -19 and decreased to 45% in 2023-24. According to your 2024-25 data, there has been 3% decrease in scores. These trends highlight critical areas for improvement and suggest that targeted interventions are necessary to reverse this downward trajectory.

Key Trends and Contributing Factors:

1. Decline in Science Achievement:
    - Explanation: The decline in Science scores is particularly concerning, with proficiency levels dropping steadily over the years. In 2024, only 23% of students achieved proficiency in Science, a significant decrease from 52% in 2019. Several factors have contributed to this decline:
        - Lack of Prior Science Instruction: In earlier grades, there was insufficient focus on Science, which left students underprepared for the more rigorous content encountered in later grades.
        - Misalignment with Test Content: Teachers may not have fully utilized the science specifications to design lessons that are aligned with the state test content, leading to gaps in students' knowledge and understanding.
        - Limited Instruction on Science Vocabulary: Science vocabulary is crucial for understanding and performing well on assessments. The limited emphasis on building science vocabulary has hindered students' ability to comprehend and respond to test questions effectively.
        - Reading Comprehension Challenges in Lower Grades: Student deficiencies in reading comprehension significantly affects Science scores. Research has shown that there is a direct correlation between the percentage of 5th Grade students who scored at Level 3 and above in ELA (Reading) has been directly related to the same population of students who scored at Level 3 and above on the Grade 5 Science EOC assessment.

1. Decline in Math Achievement:

- Explanation: Math proficiency has also seen a significant decline, with scores dropping from 69% in 2018-19 to 45% in 2024. In 2024-25, our proficency rate decrease by 3%. This decline indicates a need for stronger math instruction and targeted support for students struggling with math concepts.

2. Reading Challenges in Lower Grades:
   - Explanation: The data reveals that students in the third and fourth grades are particularly struggling with reading, especially in vocabulary and informational text comprehension. For example, in the 2022-2023 iReady subtests, 60% of third graders and 42% of fourth graders were below grade level in vocabulary, while 68% of third graders and 56% of fourth graders were below grade level in reading informational passages. Additionally, 2022-2023 FAST (PM3) results show that a large percentage of students across all grades scored below proficiency in ELA. Students' ability to read and fully comprehend mathematical concepts make it difficult for them to approach and solve math problems accurately.

3. Vocabulary Deficits: A significant number of students lack the necessary vocabulary skills, which is essential for reading comprehension and overall academic success.

4. Difficulty with Informational Text: Students also struggle with reading and understanding informational texts, which are a significant component of the ELA curriculum and state assessments.

5. Attendance Issues:
   - Explanation: Poor attendance has emerged as a major factor affecting student achievement across all grade levels and subgroups. The data from 2021-2022 indicates that HMS had 13,655 occurrences of unexcused absences. Poor attendance has a direct impact on students' academic performance in reading and math, as well as on their social-emotional development.
     - Impact on Learning: Frequent absences lead to missed instructional time, which hampers students' ability to keep up with the curriculum and perform well on assessments.
     - Social-Emotional Impact: Poor attendance also affects students' social-emotional skills, which are essential for coping with school challenges and engaging in the learning process.

Action Steps to Address These Issues:
1. Strengthening Science Instruction:
   - Action Step: Implement a structured science curriculum that includes a strong emphasis on science vocabulary and aligns lessons with state test content. Provide professional development for teachers on using science specifications to design effective lessons.
   - Monitoring: Track student progress in Science through regular formative assessments

and adjust instruction as needed based on data.
- Measurable Outcome: Aim to increase Science proficiency to at least 50% by the end of the 2025-2026 school year.

2. Improving Math Instruction:
- Action Step: Provide targeted math interventions for students who are below grade level, focusing on foundational math skills. Utilize spiral review and regular progress monitoring to ensure continuous improvement.
- Monitoring: Use formative and summative assessments to track student progress and make necessary adjustments to instruction.
- Measurable Outcome: Increase Math proficiency to 50% by the end of the 2025-2026 school year.

3. Addressing Reading Deficiencies:
- Action Step: Implement a robust vocabulary-building program and provide targeted support for reading informational texts. Incorporate close reading strategies and regular reading practice into the curriculum.
- Monitoring: Conduct frequent reading assessments to monitor progress and identify areas where students need additional support.
- Measurable Outcome: Reduce the percentage of students below grade level in vocabulary and reading informational texts by at least 10% by the end of the 2025-2026 school year.

4. Improving Attendance:
- Action Step: Implement an attendance improvement program that includes regular monitoring of student attendance, outreach to families of frequently absent students, and interventions to address barriers to attendance.
- Monitoring: Track attendance data weekly and provide targeted interventions for students with high absenteeism.
- Measurable Outcome: Reduce the number of unexcused absences by 10% by the end of the 2025-2026 school year.

Conclusion:

The decline in student performance at HMS is multifaceted, with contributing factors ranging from instructional gaps to attendance issues. By addressing these areas through targeted interventions, strategic use of data, and continuous monitoring, HMS can work towards reversing these trends and improving student outcomes across all subject areas. The action steps outlined are designed to address the root causes of the decline and set the school on a path to recovery and sustained academic success.

Greatest Decline

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

The state assessment data for Havana Magnet School (HMS) indicates that **Algebra I** experienced the greatest decline in student proficiency—from **81% in 2023-24 to 39% in 2024-25**, representing a **42 percentage point drop**.

Contributing Factors to the Decline:

1. **Staffing Changes:**
   - Turnover of experienced Algebra I teachers or use of long-term substitutes.
   - New or underprepared teachers not fully familiar with curriculum standards or best instructional practices.

2. **Curriculum Misalignment:**
   - Instructional materials may not have been fully aligned with state standards.
   - Gaps between what was taught and what was tested.

3. **Instructional Practices:**
   - Overreliance on procedural teaching vs. conceptual understanding.
   - Limited use of formative assessments to guide instruction and address misconceptions in real-time.

4. **Student Readiness and Foundational Gaps:**
   - Incoming students may have had weak foundational math skills from earlier grades.
   - Lack of targeted intervention for struggling learners.

5. **Attendance and Engagement:**
   - Chronic absenteeism or inconsistent attendance in key Algebra I courses.
   - Low student motivation or engagement with math content.

6. **Technology and Resource Gaps:**
   - Insufficient access to technology tools (e.g., graphing calculators, learning platforms).
   - Lack of differentiated resources for remediation and enrichment.

7. **Assessment Changes or Test Anxiety:**
   - Changes in the state assessment format or difficulty level.
   - Increased test anxiety post-pandemic leading to underperformance.

Techniques to Address and Reverse the Decline:

1. **Strengthen Teacher Support and Professional Development:**
   - Offer targeted PD on Algebra I standards, data-driven instruction, and differentiated strategies.
   - Establish mentoring or co-teaching models for newer teachers.

2. **Curriculum Audit and Alignment:**
   - Conduct a curriculum alignment review to ensure full coverage of tested standards.
   - Integrate conceptual and procedural learning with real-world applications.

3. **Implement Data-Driven Instruction:**
   - Use common formative assessments to monitor progress and adjust instruction.
   - Create PLCs (Professional Learning Communities) to analyze student data weekly.
4. **Early Intervention Systems:**
   - Establish tiered support (RTI/MTSS) for students with early signs of difficulty.
   - Use math labs or pull-out interventions for Algebra readiness.
5. **Increase Student Engagement:**
   - Incorporate project-based learning and real-world math problems.
   - Use gamified platforms and interactive tools to boost interest.
6. **Leverage Technology:**
   - Implement adaptive math software (e.g., ALEKS, IXL, Khan Academy).
   - Provide professional development on integrating digital tools effectively.
7. **Enhance Parent and Community Involvement:**
   - Offer math nights or workshops to help families support students.
   - Partner with local colleges or STEM programs for tutoring/mentorship.

Conclusion:

The sharp decline in Algebra I performance at HMS highlights a need for focused, strategic intervention. By addressing instructional, curricular, and systemic issues while enhancing student support, HMS can work to restore and improve Algebra I achievement outcomes.

Greatest Gap

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

ELA achievement often displays the greatest gap due to its foundational role in academic learning. Reading and writing are essential skills that support students' overall educational experience. Deficiencies in these areas can lead to broader academic challenges, affecting students' performance across all subjects. The comprehensive nature of ELA assessments, which evaluate reading comprehension, writing ability, and critical thinking, further underscores the importance of addressing this gap.

Addressing the Gap:

To address the ELA achievement gap at Havana Magnet School, several targeted interventions are recommended:

1. Enhance Instructional Quality:

• Invest in high-quality instructional materials and ensure they align with state standards.

• Provide ongoing professional development for teachers focused on effective ELA instruction.

2. Ensure Curriculum Alignment:

- Regularly review and update the ELA curriculum to ensure it meets state assessment requirements.
- Implement strategies to address any gaps between the curriculum and assessment standards.

3. Support Student Readiness:
   - Offer additional support and resources to students from disadvantaged backgrounds to improve their literacy skills.
   - Create programs to engage students in literacy activities outside of the classroom.

4. Monitor and Adjust Interventions:
   - Continuously monitor student progress and adjust interventions based on data-driven insights.
   - Utilize targeted support and enrichment programs to address specific areas of need.

By implementing these strategies, Havana Magnet School can work towards closing the ELA achievement gap and enhancing overall academic performance.

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

Attendance for students, faculty, and staff continues to be one of the most pressing challenges at Havana Magnet School. During the 2024- 2025 academic year, a significant proportion of students across grades PreK–8 were identified as chronically absent—defined as missing 10% or more of the school year, or approximately 18 or more days. Chronic absenteeism is more than a statistic; it reflects a troubling pattern that can severely hinder academic progress, social-emotional development, and long-term student success.

Each day a student is absent represents missed instructional time, lost opportunities for collaboration, and critical gaps in foundational learning. For students already demonstrating academic challenges, these missed days exacerbate the achievement gap and diminish the likelihood of grade-level proficiency. In many instances, chronic absenteeism functions both as a symptom and a root cause of broader academic disparities.

A detailed analysis of our Early Warning System (EWS) data has revealed two urgent and interconnected areas of concern:

1. **Persistently High Rate of Chronic Absenteeism:**
   Despite the implementation of attendance initiatives, incentive programs, and support strategies, a substantial number of students continue to miss a concerning number of school days. This ongoing issue disrupts instructional continuity and creates inequities in classroom readiness, forcing teachers to differentiate instruction for a wide range of academic needs on a daily basis.

2. **Significant Percentage of Students Performing Below Grade Level:**
   In conjunction with chronic absenteeism, a high percentage of students are performing below

grade level in core academic areas such as reading and mathematics. Our internal assessments and standardized test data clearly reflect a strong correlation between poor attendance and low academic performance. Students who are absent more frequently tend to struggle with content retention, fall behind in skill acquisition, and show reduced engagement with grade-level standards.

Next Steps and Strategic Actions:

To address both chronic absenteeism and academic underperformance, we propose a comprehensive and multi-tiered plan that involves all stakeholders:

- **Strengthen Family Engagement and Communication:**
  Develop consistent and clear messaging for parents and guardians about the impact of chronic absenteeism on student achievement. Utilize multiple platforms—newsletters, phone calls, social media, and community meetings—to share attendance expectations, offer resources, and reinforce the importance of daily presence.

- **Implement Targeted Interventions for At-Risk Students:**
  Leverage EWS data to identify students at risk of chronic absenteeism and low academic performance. Provide layered supports such as check-in/check-out mentoring programs, academic tutoring, mental health counseling, and family support services.

- **Enhance Schoolwide Attendance Incentives:**
  Expand and consistently implement recognition programs that reward good and improved attendance. Reinforce a school culture that celebrates showing up—on time and ready to learn—through classroom, grade-level, and whole-school incentives.

- **Align Instructional Practices for Learning Recovery:**
  Provide professional development for teachers on instructional scaffolding, formative assessment, and differentiated learning strategies to help close learning gaps. Implement structured intervention blocks and progress monitoring tools to ensure students who have missed instruction receive timely, focused support.

Conclusion:

Improving attendance is not a standalone goal; it is foundational to achieving academic equity and excellence. By intentionally addressing chronic absenteeism alongside underperformance, we can close learning gaps, enhance student outcomes, and ensure that every scholar is prepared for success in the next grade level and beyond. The path to higher achievement begins with a consistent presence—and as a school community, we must commit to making every day count.

Highest Priorities

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

Havana Magnet School: Sustaining Continuous Improvement and Academic Excellence

To ensure the long-term sustainability of improvements at Havana Magnet School (HMS), our strategic focus is on deepening teacher capacity, elevating instructional quality, and expanding

student learning opportunities. These improvements are not simply initiatives—they are part of a lasting transformation to raise achievement, close learning gaps, and foster a culture of excellence.

Teacher Development and Instructional Capacity

At the heart of our plan is an ongoing investment in **professional development (PD)**. PD will be customized to address data-driven instructional needs across grade levels and subject areas. By targeting these areas, we ensure that teachers are well-equipped with current research-based strategies, a deep understanding of standards, and the ability to deliver high-impact instruction daily. Instructional coaching, peer collaboration, and modeling will continue to be key components of professional learning. Through these, we cultivate a team of reflective practitioners committed to ongoing growth and student success.

Student Enrichment, Intervention, and Field Experiences

To ensure all students achieve their full potential, HMS will offer structured opportunities for both **remediation and enrichment**. These supports will be delivered in flexible small groups, with students receiving targeted instruction through intervention blocks, push-in support, and adaptive learning platforms.

Additionally, we recognize the value of learning beyond the classroom. As part of our commitment to academic enrichment and whole-child development, **field trips** will be integrated throughout the year to provide real-world connections to classroom learning. Planned field experiences may include visits to science museums, historical landmarks, college campuses, and STEM centers, exposing students to new ideas and future possibilities.

These excursions are not only educational but also inspirational, reinforcing key concepts and encouraging students to see themselves as part of a broader world of learning and opportunity.

Tools and Practices for Sustainable Success

HMS will implement a structured system of tools and practices to ensure consistency, accountability, and improvement across all levels:

1. Process Control & Performance Boards

Visual boards will display key performance indicators, current priorities, and progress toward academic goals. These will promote transparency, encourage data-driven decision-making, and allow staff to celebrate successes while addressing challenges collaboratively.

2. Standard Work

Establishing standard operating procedures for planning, instruction, assessment, and classroom routines will help preserve effective practices, increase efficiency, and promote equity in student learning experiences. These processes will be regularly reviewed and refined.

3. Improvement Huddles

These short, focused team meetings will be embedded into our professional culture. During huddles, staff will:

- Review long-term and short-term performance trends
- Monitor progress on current quality improvement initiatives and PDSA cycles

- Identify reasons for success or barriers to progress
- Brainstorm actionable solutions
- Assign ownership of new strategies with clear follow-up expectations

These meetings will ensure that improvement is not a one-time effort but a daily habit embedded into our school's DNA.

Targeted Improvement Goals

HMS is committed to setting ambitious yet attainable goals, with measurable outcomes that impact student achievement and school culture:

1. **Increase ELA Proficiency by 10% across all grades**
2. **Increase Math Proficiency by 10% across all grades**
3. **Increase Science Proficiency to 50 % in Grades 5 and 8th**
4. Increase Biology by 10%
5. **Increase Learning Gains in both ELA and Math by 10%**
6. **Decrease the Number of Chronically Absent Students by 25%**
7. **Decrease Teacher Absenteeism by 20%**

These goals are more than numbers—they reflect our belief in the ability of every student and every teacher to rise. They also underscore our commitment to providing a safe, engaging, and empowering environment for all learners.

A Culture of Collaboration and Excellence

Sustaining success means fostering a strong school culture. HMS will promote shared leadership, build trust among stakeholders, and use ongoing feedback to adapt and refine our practices. Teachers, staff, students, and families will work together to create a culture that celebrates growth and prioritizes learning.

We believe that **when educators are empowered and students are inspired, success becomes inevitable**. Our systems of support are not just strategic—they're personal. They reflect our belief in our students' potential and our duty to prepare them for high school, college, careers, and citizenship.

Conclusion

Through tailored professional development, targeted instruction, engaging field experiences, and the use of improvement tools like performance boards and huddles, HMS is laying the groundwork for continuous, sustainable improvement. With clear goals, strong systems, and a relentless focus on student success, we will continue to move **Onward and Upward: Get Ready, Set, Go... —Blast Off to Excellence!**

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Instructional Focus & SMART Goal for 2025-2026

Havana Magnet School

At Havana Magnet School, our primary goal is to ensure that every student receives a challenging, well-rounded, and rigorous education. A key component of our mission is preparing students for long-term academic success by emphasizing kindergarten readiness with a particular focus on foundational literacy skills. Literacy is the gateway to all learning, and we firmly believe that equipping students with strong reading and comprehension skills early in their educational journey is critical to their lifelong achievement.

In addition to early literacy, our work directly supports the district's broader goal of preparing all students for both college and the workforce. We are committed to delivering high-quality, standards-based instruction that challenges students to think critically, solve problems, and demonstrate their learning in meaningful ways. We understand that the road to academic success begins with foundational skills but must be reinforced with rigorous instruction, real-world application, and relevant, engaging experiences.

FAST 2024-2025 Proficiency Data Snapshot

Below is a summary of current proficiency levels, highlighting both strengths and areas for targeted growth:

ELA Reading Proficiency:

- Grade 3: 39%
- Grade 4: 38%
- Grade 5: 49%
- Grade 6: 31%
- Grade 7: 42%
- Grade 8: 45%

Mathematics Proficiency:

- Grade 3: 36%

- Grade 4: 46%
- Grade 5: 46%
- Grade 6: 26%
- Grade 7: 53%
- Grade 8: 40%

Science Proficiency:

- Grade 5: 42%
- Grade 8: 8%

Biology Proficiency:

- Grade 8: 69%

Civics Proficiency:

- Grade 7: 63%

While we are encouraged by areas of progress, particularly in Civics and Biology, there is an urgent need to improve performance across all core content areas—especially in early grades where foundational gaps begin. These numbers indicate the importance of intensive instructional support, early interventions, and strategic planning to meet the academic needs of every learner.

Strategic Focus Areas

To address these challenges and raise student achievement, we will prioritize the following actions:

- **Benchmark-Aligned Lesson Planning:** Teachers will plan daily instruction that is directly tied to grade-level benchmarks, ensuring clarity of outcomes and expectations.
- **Instructional Rigor & Differentiation:** We will provide professional development and ongoing coaching to ensure lessons are delivered with appropriate rigor and adjusted to meet the varying needs of all learners.
- **Coaching & Walkthroughs:** Instructional coaches and administrators will conduct frequent walkthroughs to monitor instructional fidelity and provide actionable feedback to teachers.
- **PLC Structures:** Stronger structures will be implemented for professional learning communities (PLCs), focused on data analysis, lesson planning, instructional strategies, and student work analysis.
- **Parent & Community Engagement:** We believe student success is built on a strong school-home partnership. Parents will be invited to engage in data chats, participate in family academic nights, and receive regular progress updates.

Experiential Learning Through Field Trips

To support and enhance academic instruction, field trips will be used as vital tools to provide real-world connections to classroom learning. Students will participate in trips aligned to core content areas such as STEM, history, reading, and environmental science. These experiences will not only enhance academic knowledge but also build confidence, curiosity, and a sense of purpose among our students.

SMART Goal (2025-2026)

By the end of the 2024–2025 school year, we will increase the percentage of students meeting or exceeding proficiency in ELA and Mathematics by at least 10% across all grade levels, as measured by the FAST assessments. This improvement will be driven by a strong focus on rigorous, standards-based instruction, intentional literacy support, structured professional learning communities, and strategic field experiences that extend learning beyond the classroom.

Progress will be closely monitored through quarterly data reviews, coaching feedback, and instructional adjustments to ensure that no student is left behind.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

At Havana Magnet School, our mission is to foster academic excellence, provide equitable opportunities, and create well-rounded students who are prepared for high school, college, and career pathways. As we enter the 2025–2026 academic year, we remain focused on data-driven, student-centered instruction that promotes growth, critical thinking, and lifelong learning.

Academic Objectives

Our overarching objectives are focused on achieving and sustaining high levels of academic proficiency across critical subject areas, with targeted goals for overall student achievement and specific content areas:

- **Algebra 1 Achievement:**
  We aim to maintain or increase our Algebra 1 achievement score by **15%** by the end of the 2025–2026 academic year. This is critical in preparing students for higher-level math and STEM opportunities.
- **Core Subject Proficiency (ELA, Math, Science, Civics):**
  By **June 2026**, we aim for **55% or more** of students to be proficient in:
  - English Language Arts (ELA)
  - Mathematics
  - Science
  - Civics
    This will be measured using a combination of state assessments, including:
  - Florida Assessment of Student Thinking (FAST)
  - End-of-Course (EOC) Exams for Civics and Biology
  - Statewide Science Assessment (SSA)
  - iReady Math & Reading

- Achieve 3000
- **Kindergarten Readiness:**
  At least **55%** of our prekindergarten students will be ready for kindergarten as measured by the state's kindergarten readiness indicators by **June 2026**. Early learning is foundational to our long-term goals, and we are dedicated to giving our youngest scholars a strong start.

Strategic Approaches to Meeting Our Goals

To ensure success across all grade levels, Havana Magnet School will implement a comprehensive strategy grounded in the following:

- **Standards-Based, Rigorous Instruction:**
  All instruction will be aligned to Florida's B.E.S.T. standards and will be delivered with depth and fidelity to promote mastery-level understanding across subjects.
- **Data-Driven Decision Making:**
  Teachers, coaches, and administrators will consistently review data from FAST, EOC, iReady, SSA, and Achieve 3000 to drive instructional adjustments, identify gaps, and monitor student growth.
- **Targeted Interventions:**
  Students identified as at-risk will receive differentiated support and intervention in small-group settings, with progress monitored closely to ensure continuous improvement.
- **Intentional Professional Development:**
  Professional learning communities (PLCs) will meet regularly to analyze data, plan rigorous lessons, and align instruction with benchmarks. Teachers will participate in monthly professional development focused on research-based instructional strategies and progress monitoring.
- **Instructional Planning and Coaching:**
  Our instructional leadership team will provide regular support to teachers through co-planning, modeling lessons, and coaching to ensure instructional alignment and depth of knowledge.

Enrichment Through Field Experiences

To complement rigorous academics, Havana Magnet School will expand **field trip opportunities** for the 2025–2026 school year to deepen real-world connections and enhance learning across all grade levels. These trips will support cross-curricular learning in STEM, social studies, literacy, and the arts. Planned trips may include:

- Visits to local museums, science centers, and historical sites
- Career and college exploration field trips for upper grades
- Literacy-themed experiences for elementary students
- STEM-focused excursions for hands-on learning in math and science

These experiences will serve to engage students, build background knowledge, and bring learning to life beyond the classroom.

Commitment to Excellence

With continued support from families, community partners, and dedicated staff, Havana Magnet School will remain steadfast in its commitment to excellence. Every decision, every lesson, and every intervention is anchored in our belief that **all students can succeed** when given the tools, time, and support to grow.

Together, we will empower every scholar to rise, reach their full potential, and meet or exceed our academic targets for the 2025–2026 school year.

Let's move **Onward and Upward... Blast Off to Excellence**

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring is a critical component of the educational process, directly influencing student achievement and driving school improvement. At Havana Magnet School (HMS), we recognize that effective monitoring provides the data and insights necessary for informed decision-making regarding instruction and the differentiated support required by our students. To ensure that we are meeting our educational goals and providing every student with the best possible learning experience, we employ a comprehensive and strategic approach to monitoring that encompasses various techniques and involves key members of our leadership team.

Comprehensive Monitoring Techniques at HMS:

1. Review of Lesson Plans:

Regular review of lesson plans allows us to ensure that instruction is aligned with state standards and that the rigor is appropriate for the grade level. Lesson plans are also checked for differentiation strategies to meet the diverse needs of our students. Feedback is provided to teachers to enhance instructional quality.

2. Data Analysis During PLCs (Professional Learning Communities):

PLCs provide a collaborative environment where teachers analyze student data from

assessments, formative checks, and classroom performance. Through these discussions, teachers can identify trends, address learning gaps, and adjust instruction to better meet the needs of their students.

3. Classroom Walkthroughs:

Frequent, informal walkthroughs by administrators and instructional coaches offer real-time insights into classroom instruction, student engagement, and the implementation of best practices. These walkthroughs are followed by immediate, constructive feedback to support continuous instructional improvement.

4. Student Work Samples/Portfolio/Binder Reviews:

Reviewing student work samples, portfolios, and binders provides a direct view of student progress over time. This process helps teachers and administrators assess the effectiveness of instructional strategies and ensure that students are mastering the content.

5. Student Attendance Tracking:

Monitoring student attendance is crucial for identifying patterns that may indicate

disengagement or other issues that could affect academic performance. Regular tracking allows for timely interventions to support students in maintaining consistent attendance, which is essential for academic success.

6. Data Chats with Teachers, Students, and Parents:

Data chats involve in-depth discussions with teachers, students, and parents about individual student performance. These conversations help set goals, celebrate achievements, and develop action plans for addressing areas of concern. They also foster a collaborative approach to supporting student success.

7. Formal Observations:

Formal observations provide a structured opportunity to evaluate teaching practices,

classroom management, and instructional effectiveness. Observations are followed by detailed feedback sessions to guide professional growth and ensure high-quality instruction.

8. Monitoring of SEL Needs Through the MTSS Process:

The Student-Based Team (SBT) and MTSS process helps identify and address students' social-emotional learning (SEL) needs. Monitoring these needs ensures that students receive the necessary

support to succeed academically and emotionally.

9. Adaptive Technology Usage and Proficiency Reports:

Monitoring the usage and proficiency of adaptive technology tools, such as those used for reading and math interventions, ensures that students are benefiting from these resources. Teachers, coaches, and administrators review reports to track progress and make adjustments as needed.

10. Progress Monitoring:

Ongoing progress monitoring through formative assessments and benchmark tests helps track student growth and identify areas where additional support may be needed. This continuous feedback loop allows for timely interventions and adjustments to instruction.

11. Consistent Administrative Walkthroughs with Feedback:

Regular walkthroughs by school administrators provide an additional layer of oversight and support. These walkthroughs ensure that instructional practices align with school goals and that teachers receive the guidance needed to refine their approaches.

12. Lesson Plans Feedback:

Providing consistent feedback on lesson plans helps ensure that they are well-constructed, aligned with

standards, and designed to meet the diverse needs of all students. This feedback loop is essential for maintaining high instructional standards.

Monitoring Support by the Leadership Team:

The success of our monitoring efforts is reinforced by the active involvement of key members of our leadership team. This team includes:

• Principal and Assistant Principal:

The principal and assistant principal play a crucial role in overseeing the implementation of monitoring strategies, providing leadership and direction, and ensuring that all efforts are aligned with the school's goals.

• **District Math and Reading Specialists:**

These specialists offer expertise in their respective areas, supporting teachers in analyzing data, refining instructional strategies, and implementing interventions that target specific learning gaps.

• **Education Transformation Team and Coaches:**

The Education Transformation Team, along with instructional coaches, provides ongoing support and professional development to teachers, helping them implement best practices and improve instructional outcomes.

• **Adaptive Technology Monitors:**

Teachers, coaches, and administrators work together to monitor the effective use of adaptive technology, ensuring that students are engaging with these tools and that they are contributing to improved academic performance.

Ways to Monitor for All Students:

1. **Differentiated Instruction:**

By monitoring how well teachers implement differentiated instruction strategies, we can ensure that all students, regardless of their starting point, receive the support they need to achieve their potential.

2. **Equity Audits:**

Conducting equity audits to ensure that all students, especially those from underserved groups, are receiving fair and equal access to quality education.

3. **Universal Screening:**

Implementing universal screening tools to assess all students' academic and social-emotional needs, allowing for early identification and support for those at risk.

4. **Regular Progress Reports:**

Providing regular progress reports to students and parents helps keep everyone informed about academic performance and areas needing improvement. These reports can prompt timely interventions and support.

5. Student Surveys:

Gathering feedback from students about their learning experiences and needs through surveys helps to tailor support services and adjust instructional practices to better serve all students. By employing these comprehensive monitoring techniques and involving all key stakeholders, HMS is well-positioned to make informed decisions that drive student achievement and continuous school improvement.

The monitoring efforts will be actively supported by key members of our leadership team, including the Principal, Assistant Principal, District Math and Reading Specialists, the Education Transformation Team, and instructional coaches. Additionally, teachers, coaches, and administrators will oversee adaptive technology usage and proficiency reports, conduct progress monitoring, provide consistent feedback through administrative walkthroughs, and offer detailed feedback on lesson plans.

Person responsible for monitoring outcome
Leadership Staff

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
The administrative team at Havana Magnet School is committed to building the instructional capacity of our content area teachers through a multi-faceted approach that combines data-driven decision-making, literacy development, and STEM integration. Our plan focuses on supporting teachers in identifying at-risk students, implementing acceleration strategies, and effectively utilizing nationally recognized resources such as REL Southwest, the IES National Center for Education Evaluation and Regional Assistance, and a suite of progress monitoring tools. To ensure equitable access to high-quality instruction, we are emphasizing a rigorous and coherent literacy framework aligned to the B.E.S.T. Standards. A central component of this initiative is the implementation of evidence-based close reading and writing strategies across all content areas. Teachers will receive professional development on the importance of reading texts multiple times for a range of purposes—including comprehension, analysis, and synthesis. Our weekly after-school faculty sessions will cover topics such as: Selecting complex, grade-appropriate texts Reading for global meaning before analysis Chunking texts for manageable learning Developing and scaffolding text-dependent questions Supporting rereading for deeper understanding Facilitating accountable talk and collaborative

discussion Writing analytically to demonstrate comprehension Following each session, grade-level teams will complete application activities and embed these strategies into lesson studies and instructional planning. These strategies will be implemented in classrooms, particularly within reading comprehension lessons, and formally observed using the Florida Center for Reading Research (FCRR) Walkthrough Tool. Constructive feedback will be provided to promote growth and fidelity of implementation. Professional Learning Communities (PLCs) will be leveraged to deepen these instructional practices. PLCs will facilitate collaborative lesson planning, vertical alignment, and analysis of formative and summative data to refine standards-based instruction. Literacy Leadership Team meetings will continue to serve as a space for reflection, refinement, and next steps based on classroom observations and student data. In alignment with our school's STEM and college-career readiness vision, we are proud to announce our expanded partnership with AEIC (Aerospace Education and Innovation Center) at FAMU. This collaboration is part of our Aerospace Impact Program, which aims to expose students to STEM pathways and foster real-world problem-solving skills. Through this partnership, students will engage in hands-on aerospace activities, mentorship opportunities, field experiences, and interactive sessions with STEM professionals. Teachers will be supported with integrated STEM curriculum components, designed to complement literacy strategies and reinforce cross-disciplinary connections. Additional components of our instructional support plan include: Instructional Coaching: Job-embedded coaching that provides targeted feedback, modeling of best practices, and co-teaching opportunities to strengthen instructional delivery. Tiered Support and Response to Intervention (RTI): A structured framework to ensure the early identification and support of students with academic or behavioral challenges, delivering interventions with appropriate levels of intensity based on student progress. Together, this comprehensive plan will support teacher development, elevate instructional rigor, and most importantly, ensure that all students—regardless of background or learning style—have access to a demanding and inspiring educational experience.

Rationale:
Literacy is the cornerstone of academic success and is fundamental to student achievement across all content areas. Given the current reading proficiency levels observed in multiple grade levels, it is evident that a comprehensive, schoolwide literacy initiative is essential. To address this, administrators and resource personnel will engage in systematic and ongoing reviews of student performance data, with the goal of identifying trends, gaps, and progress in literacy skills. This data will be derived from multiple sources, including formative and summative assessments, writing samples, iReady diagnostic tools, and classroom-based performance tasks. Additionally, to ensure that best practices in literacy instruction are consistently implemented, evidence will be collected through lesson plan reviews and classroom walkthroughs. These walkthroughs will specifically focus on the integration of literacy strategies, differentiated instruction, and the alignment of instruction with the B.E.S.T. standards. Teachers will receive targeted feedback and support through this process, reinforcing a cycle of continuous instructional improvement. Professional Learning Communities (PLCs) will serve as the foundation for instructional collaboration. These PLCs will be strategically structured around four essential guiding questions: What are we teaching? How are we teaching it? How do we know if students have learned it? What will we do if they haven't learned it? These focused conversations will ensure instructional alignment, data-driven decision-making, and timely interventions. The integration of adaptive technology will further support student growth by providing personalized learning experiences that fill gaps, reinforce standards, and offer enrichment opportunities. Tools such as iReady allow students to work at their appropriate instructional levels, thereby accelerating their progress. Recognizing the needs of our English Language Learner (ELL) population, instruction will be scaffolded across all subjects using ELL strategies that promote language development and content mastery. These supports will be embedded into daily instruction to ensure equity and access for all learners. Instructional coaches will play a critical role in this initiative by implementing a student-centered coaching model. This includes data-based planning, conducting pre- and post-conferences, modeling lessons through co-teaching, and using

observational data to guide instructional conversations. These coaching cycles will empower teachers to refine their practices based on student data and instructional outcomes. Moreover, the master schedule has been intentionally designed to allow for tiered intervention and support at each grade level. This includes dedicated time for small-group instruction and intervention, facilitated by the SBT/ RtI Resource Teacher. This structure ensures that students receive the differentiated support they need without compromising core instructional time. Ultimately, this multifaceted approach to literacy instruction will lead to improved academic outcomes not only in English Language Arts, but across all subjects. As students strengthen their reading comprehension, writing fluency, and critical thinking skills, their ability to engage meaningfully with grade-level content will increase. By investing in the professional development of our faculty and implementing consistent, data-driven instructional practices, we are laying the foundation for sustained academic excellence.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1: Data Analysis and Review

Person Monitoring:	**By When/Frequency:**
Thelma Hickman (hickmant@gcpsmail.com)	Weekly, monthly, and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description: Regularly analyze and review student performance data from assessments, writing prompts, and iReady diagnostics to identify areas of strength and areas needing improvement in literacy skills. Based on this data, the school will provide differentiated instructional support, incorporate hands-on STEM and cross-curricular literacy activities, and use real-world experiences, such as field trips, to enhance student engagement and learning outcomes. Person Responsible: Principal and Assistant Principal, in collaboration with instructional coaches and grade-level teams Timeline: Ongoing throughout the school year, with structured data review meetings at the end of each grading period, followed by action planning and implementation within the following instructional weeks. Action to Be Taken and Monitoring the Impact: 1. Implement Leverage Leadership 2.0 Observation and Feedback Practices Action Description: The school will adopt and implement the Leverage Leadership 2.0 framework, focusing on systematic observation and feedback practices. This framework supports benchmark-aligned instruction through consistent coaching cycles and actionable feedback for teachers. Classroom Observations: Administrators and instructional coaches will conduct weekly classroom observations using Leverage Leadership 2.0 protocols. Feedback Cycles: Teachers will receive prompt, specific feedback tied to lesson objectives, instructional strategies, and student learning outcomes. Data-Driven Focus: Instructional feedback will directly reflect patterns and gaps identified through student literacy and diagnostic data. Monitoring Impact: Track observation frequency, teacher feedback implementation, and changes in instructional practice. Use walkthrough tools and digital logs to analyze trends across classrooms. Re-assess instruction and student engagement following coaching cycles. 2. Integration of STEM and Literacy Through

Hands-On Activities Action Description: Use performance data to identify opportunities for cross-curricular instruction, particularly in STEM and literacy. Teachers will incorporate STEM hands-on activities that require students to read, write, follow procedural text, and reflect on scientific or engineering processes. Example activities might include: Building simple machines (paired with informational text and writing reflections) Conducting science experiments and writing lab reports Coding or robotics tasks that require following written instructions and journal entries Engineering design challenges with planning and review phases linked to literacy standards Monitoring Impact: Teachers will document and submit lesson plans and student work samples. Administrators will conduct learning walks during STEM literacy integration. Student journals and reflections will be reviewed during PLCs for evidence of skill application. 3. Literacy-Enriched Field Trips Aligned to Academic Goals Action Description: Organize field trips that directly support literacy, STEM, and real-world learning connections. These experiences will be prepped with background reading, integrated with writing tasks, and followed by performance-based assessments. Potential trips include: Science museums with literacy scavenger hunts Nature preserves or aquariums, with observation notebooks and informational writing prompts Local historical sites with narrative writing assignments University STEM labs or virtual industry tours that tie into research and expository writing Monitoring Impact: Student participation and engagement logs Teacher-designed pre- and post-trip literacy tasks (e.g., KWL charts, reflection essays, vocabulary usage) Student surveys and rubric-scored writing samples Overall Impact Monitoring: Conduct quarterly data reviews to compare student performance pre- and post-intervention. Use iReady growth reports, writing rubric scores, and classroom-based assessments to measure progress. Share findings during staff meetings and adjust action steps as needed. Celebrate teacher and student successes tied to improved instruction and outcomes.

Action Step #2
Action Step #2: Professional Learning Communities (PLCs) Focused on Benchmark-Aligned Instruction

Person Monitoring:
Thelma Hickman (hickmant@gcpsmail.com)

By When/Frequency:
Weekly, monthly, and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description: Facilitate focused Professional Learning Community (PLC) meetings where teachers collaborate to align their instruction with the B.E.S.T. benchmarks. Discussions will center on what is being taught, how it is being taught, how student learning is assessed, and targeted interventions for students not yet meeting benchmarks. In addition to planning high-quality core instruction, PLCs will also incorporate planning for field trips, STEM hands-on activities, and cross-curricular experiences that enrich literacy, math, and science understanding. Person Responsible: Instructional Coaches and Grade-Level Team Leaders Timeline: Weekly PLC Meetings: Ongoing throughout the school year Monthly Reviews: Follow-up on implementation, student data, and reflection Quarterly Program Evaluations: Review impact of field trips, STEM integration, and new teacher support Action to Be Taken and Monitoring the Impact: 1. Implement HMS Eagle University for New and Beginning Teachers Action Description: HMS Eagle University will be established as a comprehensive support program for new and beginning teachers. The program will provide: Workshops on benchmark-aligned instructional strategies Mentoring focused on lesson planning, classroom management, and effective student engagement Certification support, including resources and guidance through the certification process Training on designing and delivering STEM-integrated lessons and planning field trips that reinforce B.E.S.T. benchmarks Example Workshops and Support Sessions: Aligning Science Field Experiences to ELA and Math Standards Integrating Engineering Design Challenges with Literacy and Writing Tasks Using Data to Plan Differentiated Instruction Developing Student

Journals for Field Trips and STEM Labs Monitoring Impact: Track teachers' certification progress and completion of Eagle University milestones Collect feedback surveys from mentors and new teachers each quarter Review observation and coaching data to document improvements in instructional delivery Analyze student performance in classrooms led by participating teachers, with attention to growth in literacy, math, and science 2. Field Trip Planning and Integration with Benchmark Instruction Action Description: PLC teams will collaboratively identify and plan field trips aligned to grade-level B.E.S.T. standards to deepen student understanding and engagement. Field trips will include pre-visit lessons, learning goals, and post-visit assessments or reflection activities. Examples: Visiting a science center to explore force and motion concepts, followed by a STEM build challenge Touring a local farm or botanical garden to support informational writing and science standards Attending a children's engineering expo, connecting STEM careers with math and reading comprehension Monitoring Impact: Teachers will submit field trip plans showing alignment to specific benchmarks Students will complete reflection journals and performance tasks assessed with rubrics PLCs will review student work samples and discuss effectiveness during follow-up meetings 3. Integration of STEM Hands-On Activities in Core Instruction Action Description: PLCs will design and share STEM hands-on learning experiences that connect directly to reading, writing, and math standards. Each grade level will develop a bank of engaging lessons that combine literacy with science, technology, engineering, or math. Examples: K–2: Building simple machines and writing procedural texts 3–5: Conducting water filtration experiments and creating informational reports 6–8: Coding challenges and writing reflections on problem-solving processes Monitoring Impact: Instructional Coaches will conduct classroom walkthroughs during STEM activities to observe implementation Student performance data will be compared before and after the integration of STEM learning Teachers will submit student work artifacts and reflections to be reviewed in PLC meetings Overall Monitoring and Continuous Improvement: Data Collection: Weekly PLC logs documenting discussion focus, decisions, and action steps Observation records and feedback forms from walkthroughs and coaching visits Student data reports from iReady, classroom assessments, and performance tasks Review Schedule: Monthly Review Meetings: Evaluate progress, adjust plans, and celebrate successes Quarterly Program Evaluations: Assess the impact of HMS Eagle University, field trips, and STEM integration on student outcomes and teacher effectiveness Feedback Mechanisms: Surveys from teachers, students, and mentors Reflection forms completed after field trips and STEM lessons End-of-year program review to inform future planning

Action Step #3
Action Step #3: Classroom Walkthroughs and Feedback

Person Monitoring:	**By When/Frequency:**
Thelma Hickman (hickmant@gcpsmail.com)	Weekly, monthly, and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Description: Conduct regular classroom walkthroughs to observe the implementation of literacy strategies and benchmark-aligned instruction. Provide immediate, constructive feedback to teachers to support instructional improvement. Person Responsible: Principal, Assistant Principal, and Instructional Coaches Timeline: Bi-weekly walkthroughs, with feedback provided within 48 hours. Action to Be Taken and Monitoring the Impact: Provide Leadership Training on Core Principles of Effective Leadership: Action Description: Before the return of teachers, leadership training will be provided to school leaders focusing on the core principles of effective leadership. This training will equip leaders with the skills needed to support and implement strategies that lead to quality benchmark-aligned instruction. Leaders will learn how to model best practices, provide constructive feedback, and create an environment that fosters instructional excellence. Monitoring Impact: The

effectiveness of this training will be monitored by assessing the quality of leadership practices through surveys, leadership evaluations, and the consistency of instructional support provided to teachers. Observations and feedback given by trained leaders will be reviewed to ensure alignment with the core principles taught during the training.

Action Step #4
Action Step #4: Integration of Adaptive Technology and ELL Strategies

Person Monitoring:	By When/Frequency:
Thelma Hickman (hickmant@gcpsmail.com)	Weekly, monthly, and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Description: Ensure the effective use of adaptive technology to support differentiated learning and integrate ELL strategies across all content areas. Additionally, promote the integration of field trips and hands-on STEM activities to deepen student engagement and support the development of academic language and critical thinking skills. Monitor the impact of these strategies on student performance, with special attention to how they support diverse learners and align with benchmark expectations. Person Responsible: Administration Team Timeline: Continuous implementation with quarterly progress reviews to assess effectiveness and adjust plans based on student data and teacher feedback. Action to Be Taken and Monitoring the Impact: 1. Implement HMS Eagle University for New and Beginning Teachers Action Description: HMS Eagle University will continue to serve as a comprehensive support program for new and beginning teachers. In addition to certification guidance and training on best practices in literacy and content instruction, Eagle University will: Provide professional learning on integrating adaptive technology, such as iReady and other digital tools, to tailor instruction and differentiate support. Offer workshops on planning and delivering STEM-focused lessons and field trips that build academic vocabulary and real-world connections. Support new teachers in designing lessons that embed ELL strategies, including language objectives, sentence frames, and structured oral practice. Monitoring Impact: Track certification milestones and completion of Eagle University modules. Review lesson plans and student work samples from new teachers for evidence of benchmark alignment, adaptive technology use, and STEM or field trip integration. Gather feedback from mentors and participants each semester. Analyze student performance data by classroom and subgroup to assess instructional impact. 2. Provide Leadership Training and Practice the Seven Levers of Leadership Action Description: Prior to teachers returning, all school leaders and instructional coaches will participate in intensive training on the core principles of effective leadership and the Seven Levers of Leadership, which include: Data-Driven Instruction – Using benchmark and adaptive assessment data to inform planning. Observation and Feedback – Conducting walkthroughs and providing timely, actionable coaching. Planning – Supporting teachers in designing lessons that integrate adaptive technology, ELL strategies, STEM hands-on experiences, and field trips aligned to B.E.S.T. benchmarks. Professional Development – Facilitating learning communities focused on instructional excellence. Student Culture – Creating a safe, inclusive environment that values curiosity and risk-taking. Staff Culture – Building trust, collaboration, and accountability among teachers. Managing Leadership Teams – Ensuring coordinated efforts across the school. Leaders will adopt tools and techniques for schoolwide transformation, including: Strategic planning templates for integrating field trips and STEM projects into the curriculum. Data analysis protocols to track growth in literacy and content mastery. Observation rubrics that look for evidence of ELL strategies, adaptive technology use, and student engagement in hands-on learning. Monitoring Impact: Regular leadership team meetings to review progress in each lever. Surveys and focus groups with teachers to evaluate the usefulness of tools and supports. Observations and feedback logs tracking consistency and quality of instructional support. Student achievement data reviewed quarterly to

determine overall effectiveness. 3. Implement Leverage Leadership 2.0 Observation and Feedback Practices Action Description: School leaders and instructional coaches will conduct regular observations using Leverage Leadership 2.0 protocols, focusing on: Literacy strategy implementation. Integration of adaptive technology and ELL supports. Evidence of STEM inquiry learning and connections to field experiences. Use of benchmark-aligned instructional materials. Feedback will be delivered within 48 hours, highlighting strengths and providing clear next steps. Monitoring Impact: Frequency and quality of feedback tracked through observation logs. Follow-up observations to document teacher implementation of feedback. Student work artifacts and assessment data analyzed for evidence of growth. 4. Integrate Field Trips and Hands-On STEM Activities to Enhance Instruction Action Description: Resource teachers and the ELL Coordinator will collaborate with grade-level teams to plan and implement field trips and STEM experiences that: Support core academic benchmarks. Build background knowledge for English learners. Provide authentic contexts to practice academic language and problem-solving. Inspire curiosity and deepen understanding of scientific and technical concepts. Examples of Field Trips and Hands-On STEM Experiences: Visits to science museums or planetariums to reinforce informational text structures and domain-specific vocabulary. Agricultural field trips with follow-up lessons on life cycles, coupled with informational writing. Engineering challenges (e.g., bridge building, robotics) connected to math and science standards. Virtual field trips to support access and connect global learning experiences to classroom instruction. Teachers will develop pre-trip and post-trip activities, such as: Vocabulary pre-teaching. Structured sentence frames and speaking protocols for ELL students. Student journals and presentations demonstrating learning connections. Monitoring Impact: Review field trip proposals for benchmark alignment and differentiation plans. Collect student work samples and reflection logs. Conduct classroom walkthroughs during pre- and post-trip lessons. Gather student and teacher feedback to improve future planning. Overall Monitoring and Continuous Improvement Data Collection and Review: Quarterly progress reviews assessing implementation fidelity and impact. Leadership team reflection meetings to analyze trends in observation data, student performance, and teacher feedback. End-of-year evaluation of HMS Eagle University, leadership training, and field trip/STEM integration to inform future improvement cycles. Feedback and Communication: Ongoing communication of progress and successes through staff meetings, newsletters, and professional learning communities. Celebrations of student and teacher achievements in STEM and literacy learning.Description: Ensure the effective use of adaptive technology to support differentiated learning and integrate ELL strategies across all content areas. Monitor the impact of these strategies on student performance. Person Responsible: Resource Teachers and ELL Coordinator Timeline: Continuous implementation with quarterly progress reviews to assess effectiveness. These action steps, with clearly defined responsibilities, will ensure that instructional practices are aligned with benchmarks and effectively implemented to support student achievement. Implement HMS Eagle University to assist new and beginning teachers to navigate the certification process and to help them to implement best practices Provide Leadership Training prior to teachers returning to learn the core principles of effective leadership to support and implement strategies that result in quality benchmark aligned instruction. Understand what success looks like on the ground in order to implement strategies that result in quality benchmark aligned instruction Practice the seven levers of leadership that allow transformational growth to support and implement strategies that result in quality benchmark aligned instruction Adopt the tools and techniques that facilitate a schoolwide transformation to support and implement strategies that result in quality benchmark aligned instruction. Action to Be Taken and Monitoring the Impact: Practice the Seven Levers of Leadership and Adopt Tools for Schoolwide Transformation: Action Description: School leaders and instructional coaches will practice the seven levers of leadership, which include data-driven instruction, observation and feedback, planning, professional development, student culture, staff culture, and managing school leadership teams. These levers will be used to drive transformational growth and support the implementation of strategies that result in quality benchmark-aligned instruction. Tools

and techniques that facilitate schoolwide transformation, such as strategic planning templates, data analysis tools, and observation frameworks, will be adopted. Monitoring Impact: The school will monitor the impact by tracking progress in each of the seven levers through regular leadership team meetings, data analysis, and teacher feedback. The adoption and consistent use of transformational tools will be evaluated through surveys and observations, ensuring that these tools are effectively supporting the intended instructional improvements. Student achievement data will be reviewed regularly to measure the overall effectiveness of these leadership practices and tools in improving benchmark-aligned instruction. Implement Leverage Leadership 2.0 Observation and Feedback practices and action steps to improve benchmark aligned instruction. Implement HMS Eagle University to assist new and beginning teachers to navigate the certification process and to help them to implement best practices Provide Leadership Training prior to teachers returning to learn the core principles of effective leadership to support and implement strategies that result in quality benchmark aligned instruction. Understand what success looks like on the ground in order to implement strategies that result in quality benchmark aligned instruction Practice the seven levers of leadership that allow transformational growth to support and implement strategies that result in quality benchmark aligned instruction Adopt the tools and techniques that facilitate a schoolwide transformation to support and implement strategies that result in quality benchmark aligned instruction .

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA Achievement in elementary school has consistently shown deficiency overall in the last few years in grades 3rd (30% proficiency), 4th (32% proficiency), and 5th (34% proficiency) all below the federal index of 41%. Although, achievement in ELA for middle school has reached the federal index of 41%; 6th (45% proficiency), 7th (55% proficiency), and 8th (43% proficiency) has made tremendous gain for the first time in the last three years. The subgroups have not reached 41% proficiency within the last 3 years. The following subgroups: SWD (0%) and Black/African American (%). These subgroups have consistently performed at a lower rate of growth in ELA- achievement and gains are not occurring at a rate that produces appropriate annual growth. 2023 FAST PM 3 data shows that the Economically Disadvantaged subgroup achieved % proficiency and the Multiracial subgroup achieved %proficiency, which indicates a need for these subgroups as well.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-2026 school year, students in grades 3rd -5th will increase their ELA

proficiency on the BEST Reading assessment from 41% to at least 51%, bringing the school within 15% of the state average. Students in grades 6th - 8th will increase their ELA proficiency on the BEST Reading Assessment from 43% proficiency to 60% proficiency bringing the school overall the federal index to strengthen the students' proficiency by 18%. Students in following subgroups will increase 10% in the SWD and Black/African American bringing the school's subgroups in a margin of 10%. This goal will be achieved through the implementation of targeted reading interventions, professional development for teachers, and consistent monitoring of student's progress, with progress assessments conducted quarterly to ensure alignment with the desired outcome.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will deliver rigorous and relevant lessons daily to ensure that all students receive instruction appropriate to their grade level. Instructional planning will occur weekly, with teachers using benchmark item specifications to guide and inform their lessons. To achieve this goal, our school will implement the PLAN-DO-CHECK-ACT cycle, which includes the following steps:

1. Analyze data to identify student performance levels and assign appropriate tiers.

2. Create a timeline for teaching the required standards.

3. Design lesson plans that address the diverse needs of all students.

4. Conduct frequent assessments to measure student progress.

5. Offer targeted tutorials through teacher-led small groups for additional support.

6. Provide enrichment opportunities that challenge all students.

7. Reinforce skills and maintain knowledge through centers and small group instruction. 8. Continuously monitor and evaluate student progress to ensure success.

Person responsible for monitoring outcome
Administrators

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To achieve measurable outcomes in oral reading fluency across all relevant grade levels, our school will implement several evidence-based interventions. These include the Magnetic Program and the Amira Intelligent Reading Program, along with other programs from the ESSA-approved list: Magnetic Program: This program focuses on enhancing oral reading fluency by identifying students' specific strengths and areas for improvement. It provides personalized insights, which enable teachers to design targeted interventions that address each student's unique needs. The program's adaptability and focus on fluency make it a valuable tool for improving reading outcomes. Amira Intelligent Reading Program: Amira uses artificial intelligence to assess and support students' oral reading fluency. The program provides real-time feedback and personalized practice tailored to each student's reading level. This individualized approach helps to accelerate progress by targeting specific areas where students need improvement. i-Ready Reading: i-Ready is an adaptive diagnostic and instructional tool that assesses students' reading abilities and provides personalized learning paths. The program is designed to meet students at their level and guide them through targeted lessons that build on their existing knowledge and skills. i-Ready's data-driven insights help teachers to monitor progress and adjust instruction as needed. Reading Recovery: This intervention program is designed for struggling readers in the early grades, particularly first grade. It provides one-on-one tutoring that focuses on reading and writing, helping students to accelerate their literacy skills. The program has a strong evidence base and is effective in bringing students up to grade level. Leveled Literacy Intervention (LLI): LLI is a small-group supplementary literacy intervention designed to help struggling readers achieve grade-level competency. It includes a range of leveled books and lessons that focus on reading comprehension, fluency, and writing. LLI's structured approach ensures that students receive consistent and effective support. These programs were selected based on their strong evidence base and proven effectiveness in improving oral reading fluency and overall literacy skills. Each program offers a personalized approach to instruction, allowing teachers to address the specific needs of individual students. The combination of technology-driven insights and targeted instructional strategies ensures that students receive the support they need to make significant gains in reading fluency. The implementation of these interventions will be closely monitored using a variety of strategies: Progress Monitoring: Regular assessments will be conducted to measure students' progress in oral reading fluency. This includes both formative assessments within the programs themselves and school-wide benchmarks. Teachers and instructional leaders will analyze the data generated by these programs to identify trends, monitor individual student progress, and make data driven decisions about instruction. Based on the data collected, teachers will provide targeted feedback to students and adjust their instructional approaches as needed. This continuous cycle of feedback and adaptation ensures that the interventions remain responsive to students' needs. Regular meetings will be held to review progress, share insights, and collaborate on best practices. This collaborative approach helps to ensure consistency and effectiveness across grade levels. By utilizing these evidence-based programs and closely monitoring their implementation, our school is committed to achieving significant improvements in students' oral reading fluency and overall literacy outcomes. The Magnetic Program and Amira Intelligent Program will be utilized to enhance oral reading fluency by pinpointing students' strengths and areas for improvement. These programs offer personalized insights that enable targeted interventions. Additionally, a Reading Interventionist will deliver specialized instruction to students who are reading below grade level. This focused support is designed to close the achievement gap, ensuring that all students can reach their full potential in reading proficiency. To address oral reading fluency, the Magnetic Program and Amira Intelligent Program will be implemented to assess and identify students' strengths and areas for improvement.

These programs will provide valuable insights that guide instructional decisions. Additionally, the Reading Interventionist will deliver targeted, individualized instruction to students who are performing below grade level in reading. This focused intervention is designed to accelerate progress and help close the achievement gap, ensuring that all students have the support they need to succeed.

Rationale:
Our students are struggling with vocabulary and fluency, which hinder the comprehension process. The challenge of students struggling with vocabulary and fluency is a critical concern that significantly impacts their ability to comprehend texts and engage meaningfully with academic content across all subject areas. Vocabulary and fluency are foundational skills in the reading process, and deficits in these areas can create substantial barriers to academic success. Addressing these challenges is essential for ensuring that students are not only able to decode words but also understand and analyze the material they encounter in their educational journey. Vocabulary knowledge is a key component of reading comprehension. Students who possess a broad and deep vocabulary are better equipped to understand complex texts, grasp nuances in meaning, and engage in higher-level thinking. Vocabulary serves as the building blocks of language, enabling students to make sense of the words they read and to connect them to prior knowledge. When students struggle with vocabulary, they are less likely to understand the context of what they are reading, leading to difficulties in comprehension and, ultimately, in their ability to perform well academically. Research shows that vocabulary is strongly correlated with reading comprehension. Students who have a limited vocabulary often struggle to make sense of the texts they read, which can lead to frustration, disengagement, and a lack of confidence in their reading abilities. This, in turn, can create a negative feedback loop where students read less, further hindering their vocabulary development and comprehension skills. Fluency, the ability to read text accurately, quickly, and with appropriate expression, is another critical factor in reading comprehension. Fluency acts as a bridge between word recognition and comprehension. When students read fluently, they can focus their cognitive resources on understanding the text rather than decoding individual words. This allows them to better grasp the overall meaning of the text and to engage in more complex comprehension tasks, such as inferring meaning, analyzing arguments, and synthesizing information from multiple sources. Students who struggle with fluency often read slowly and with effort, which can interrupt the flow of reading and make it difficult to retain information. This lack of fluency can cause students to lose the thread of what they are reading, resulting in a disjointed understanding of the text. Furthermore, poor fluency can lead to decreased motivation to read, as students may find the reading process laborious and unenjoyable. The challenges of limited vocabulary and poor fluency extend beyond the reading classroom. These deficits affect students' ability to comprehend and engage with content in all academic areas, including mathematics, science, social studies, and even the arts. For example, in mathematics, understanding word problems and complex instructions requires a certain level of vocabulary knowledge. In science and social studies, students must be able to read and comprehend texts that introduce specialized terminology and complex concepts. When students are unable to keep up with the reading demands of their courses due to struggles with vocabulary and fluency, their overall academic performance suffers. This can lead to gaps in knowledge, lower grades, and a reduced ability to meet state benchmarks and standards. Moreover, students who struggle with reading comprehension are less likely to develop critical thinking skills, which are essential for success in higher education and in the workforce. Given the profound impact that vocabulary and fluency have on comprehension and overall academic success, it is imperative to implement targeted interventions that address these specific areas of need. Interventions might include explicit vocabulary instruction, fluency practice through repeated readings and performance-based activities, and the integration of these skills across the curriculum to ensure that students are consistently exposed to and practice using new vocabulary and improving their fluency. Teachers need to be equipped with strategies and tools to effectively support vocabulary and fluency development in their students. Professional development focused on these areas can empower teachers to integrate

vocabulary instruction and fluency-building exercises into their daily lessons, regardless of the subject area. Additionally, the use of adaptive technology and individualized learning plans can help tailor instruction to meet the unique needs of each student, ensuring that they receive the support necessary to improve their vocabulary, fluency, and overall reading comprehension The struggle with vocabulary and fluency that many students face is a significant obstacle to their reading comprehension and academic success. These foundational skills are crucial for understanding and engaging with complex texts, which are pervasive across all areas of the curriculum. By recognizing the importance of vocabulary and fluency, and by implementing targeted interventions to address these challenges, we can create a learning environment where all students are equipped to succeed. Improving these skills will not only enhance students' reading comprehension but also their overall academic performance, setting them on a path to greater achievement and lifelong learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1 : Hire an Intervention Specialist

Person Monitoring:
Principal and Human Resources Department

By When/Frequency:
Complete the hiring process by 8/11/25 to ensure the specialist is available for the start of the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Recruit and hire a qualified Reading Intervention Specialist to provide targeted support for students struggling with reading proficiency. The specialist will work with students individually or in small groups to address specific literacy needs. Collaborative Development of Reading Strategies and Interventions Action: The Reading Interventionist will collaborate closely with classroom teachers to develop and refine reading strategies and interventions that are effective and applicable within the general education setting. This collaboration includes providing ongoing professional development opportunities, training sessions, and access to resources that teachers can use to enhance their literacy instruction. Monitoring: The school administration will track the frequency and quality of these collaborative sessions and professional development activities. Feedback from teachers and the Reading Interventionist will be collected to ensure that the strategies and interventions are practical and effective in the classroom setting.

Action Step #2
Action Step #2: Continue to Implement Core Curriculum with Increased Rigor and Fidelity

Person Monitoring:
Assistant Principal and Instructional Coaches

By When/Frequency:
Ongoing throughout the school year, with regular check-ins and curriculum reviews at the end of each grading period.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure the continued implementation of the core ELA curriculum, with an emphasis on increasing rigor and maintaining fidelity to the curriculum. This includes providing professional development for teachers to enhance instructional strategies and monitoring the effectiveness of the curriculum through regular assessments. Implementation of Interventions in the Classroom Action: Classroom teachers will implement the developed reading strategies and interventions during a dedicated 20 to 25-minute intervention block each day. This time will be used to target specific literacy skills and provide focused support to students who need additional help. Monitoring: Instructional coaches and the Reading Interventionist will conduct regular classroom walkthroughs and observations to ensure that the interventions are being implemented consistently and effectively. Teachers will also maintain logs of the interventions used and the students receiving them, which will be reviewed periodically.

Action Step #3
Action Step #3: Monitor and Assess the Effectiveness of Interventions

Person Monitoring:	**By When/Frequency:**
Reading Intervention Specialist and Assistant Principal	Assessments and reviews to be conducted quarterly, with data-driven adjustments made as necessary

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regularly monitor and assess the effectiveness of the interventions provided by the Reading Intervention Specialist and the implementation of the core curriculum. Adjust instructional strategies and interventions as needed based on student performance data. Weekly Progress Monitoring and Data Review Action: Weekly progress reports will be generated to assess student growth and progress in reading. These reports will be analyzed by the Reading Interventionist, classroom teachers, and school administrators to determine the effectiveness of the interventions and to identify any students who may require additional support or adjustments to their intervention plans. Monitoring: The school will establish a routine of weekly data meetings where the progress reports are reviewed. Any necessary adjustments to instruction or intervention strategies will be made based on the data. The effectiveness of these adjustments will be tracked through subsequent reports and ongoing monitoring. By following these steps, the school will ensure that ELA instruction is effectively monitored, allowing for timely adjustments and targeted support that directly contributes to improved literacy outcomes for all students.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our primary area of focus is improving mathematics proficiency across all grade levels, with a specific emphasis on increasing Algebra 1 achievement scores. This focus directly impacts student learning by ensuring that students develop the necessary mathematical skills and conceptual understanding critical for their academic success and future opportunities in STEM-related fields.

This area of focus was identified as a crucial need based on an analysis of the prior year's data, which revealed consistently low mathematics scores over the past three years. The FAST 2024 Mathematics proficiency levels further highlighted significant gaps in student performance, particularly in Grade 3 (28%), Grade 5 (35%), and Grade 8 (33%). These findings underscore the urgent need for targeted interventions and instructional strategies to boost math proficiency, particularly as students progress through middle school and into high school, where Algebra 1 serves as a foundational course for advanced math studies. Addressing this area is essential for meeting our goal of having at least 55% of students proficient in math by June 2026.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By June 2026, our school will increase mathematics proficiency across all grades by at least 10%, as measured by the FAST and iReady assessments. Specifically, we aim to achieve the following proficiency levels:

• Grade 3: Increase from 36% to at least 38%
• Grade 4: Increase from 46% to at least 53%
• Grade 5: Increase from 46% to at least 55%
• Grade 6: Increase from 26% to at least 46%
• Grade 7: Increase from 53% to at least 63 %
• Grade 8: Increase from 40% to at least 50 %

Additionally, we will raise our Algebra 1 achievement score by 10%, striving for 49% or more of students to be proficient by the end of the 2025-2026 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The monitoring of our mathematics proficiency area of focus will be rigorous and multifaceted to ensure we achieve the desired outcomes. We will implement the following strategies to monitor progress:

1. Regular Data Analysis:

• **Weekly PLC Meetings:** Teachers will engage in Professional Learning Communities (PLCs) to review student performance data from formative assessments, including quizzes, classwork, and exit tickets. These sessions will allow for immediate adjustments to instructional practices and the identification of students who require additional support.

• **Monthly Benchmark Assessments:** Students will take monthly benchmark

assessments aligned with the FAST standards. This data will be analyzed to track progress toward proficiency goals and to identify trends across grade levels that may require targeted intervention.

2. Classroom Walkthroughs and Observations:

• **Frequent Walkthroughs:** School administrators and instructional coaches will conduct regular classroom walkthroughs to observe math instruction and provide immediate feedback to teachers. These walkthroughs will focus on the use of data-driven instruction, differentiation strategies, and student engagement in math tasks.

• **Formal Observations:** Scheduled formal observations will provide a deeper analysis of instructional effectiveness and alignment with best practices in math education.

3. Student Work Reviews:

• **Monthly Work Samples:** Teachers will collect and review student work samples

monthly to assess understanding and mastery of math concepts. This review will help teachers identify areas where students are struggling and adjust instruction accordingly.

4. Data Chats:

• **Teacher Data Chats:** Teachers will participate in regular data chats with school leaders to discuss student progress, review assessment data, and plan for targeted

interventions. These chats will help ensure that all students are making adequate

progress toward proficiency.

• **Student Data Chats:** Students will be engaged in data chats to reflect on their own progress, set goals, and take ownership of their learning. This will empower students to be active participants in their academic growth.

5. **Progress Monitoring Tools:**

• **Adaptive Learning Software:** We will use adaptive learning tools, such as iReady, to provide ongoing progress monitoring. This software will offer personalized learning

paths for students and provide real-time data on their progress.

• **FAST Interim Assessments:** Students will take interim assessments throughout the year to measure progress toward the state's FAST proficiency standards. These assessments will inform instruction and identify students who may need additional support before the final assessment.

Ongoing monitoring will allow us to make timely and informed decisions to support student learning. By regularly analyzing data and adjusting instructional practices, we will be able to:

• **Identify and Address Gaps Early:** Early identification of students who are struggling will enable us to provide targeted interventions before small gaps become larger obstacles to success.

• **Ensure Alignment with Standards:** Continuous monitoring will ensure that instruction remains aligned with state standards and that all students are on track to meet proficiency goals.

• **Promote Student Ownership:** Engaging students in the monitoring process through data chats will foster a sense of ownership over their learning, motivating them to strive for improvement.

• **Improve Instructional Practices:** Regular feedback from classroom walkthroughs and data analysis will help teachers refine their instructional practices, leading to more effective teaching.

Person responsible for monitoring outcome
Administration Team

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

At Havana Magnet School, we have implemented the evidence-based strategy of hiring a dedicated math interventionist to support both students and teachers in improving mathematics achievement across all relevant grade levels. This strategic approach is grounded in research that highlights the effectiveness of targeted interventions and personalized instruction in raising student proficiency in mathematics. The decision to hire a math interventionist is driven by the need to provide specialized support to students who struggle with mathematics, as well as to enhance overall math achievement within the school. Math interventionists are skilled professionals who employ data-driven practices to identify students' specific strengths and weaknesses in mathematics. By using assessment data, the math interventionist can track each student's progress and make necessary adjustments to instruction, ensuring that the interventions are precisely aligned with individual learning needs. This tailored approach allows for more effective remediation and support, as students receive targeted instruction that addresses their unique challenges in mathematics. The math interventionist works closely with students in small group settings, which has been shown to improve math proficiency by providing more personalized attention and fostering a deeper understanding of mathematical concepts. To ensure the effectiveness of this intervention, several monitoring mechanisms will be put in place: Data Analysis: The math interventionist will regularly collect and analyze student performance data to assess the impact of the interventions. This data will include formative and summative assessments, as well as progress monitoring tools. By continuously tracking student progress, the interventionist can make informed decisions about instructional adjustments and additional support needs. Collaboration in PLCs: Teachers will collaborate during weekly Professional Learning Communities (PLCs) to review student data, discuss instructional strategies, and share best practices. The math interventionist will be an active participant in these PLCs, providing insights based on their work with students and helping to align classroom instruction with intervention strategies. Student Progress Reports: Regular progress reports will be generated for students receiving intervention services. These reports will detail the specific areas of improvement, ongoing challenges, and any modifications made to the intervention plan. These reports will be shared with classroom teachers and parents to ensure transparency and to involve all stakeholders in the student's learning process. Observation and Feedback: School leadership will conduct periodic observations of the math intervention sessions to assess the quality of instruction and the engagement of students. Feedback from these observations will be used to support the interventionist and make any necessary adjustments to the program. By implementing this evidence-based intervention and closely monitoring its impact, Havana Magnet School aims to significantly improve math proficiency among students, ultimately leading to better academic outcomes in mathematics. This targeted approach not only supports students who need additional help but also contributes to a stronger overall math program within the school.

Rationale:

At Havana Magnet School, we have adopted a collaborative approach by integrating a math interventionist into our educational framework to achieve measurable improvements in mathematics across all relevant grade levels. This evidence-based strategy focuses on close collaboration between the math interventionist and classroom teachers to develop and implement effective math interventions that address the diverse needs of our students. The rationale behind selecting this collaborative intervention strategy is rooted in the understanding that consistent and cohesive support is critical to student success in mathematics. The math interventionist is not only responsible for working directly with students who need additional help but also plays a key role in empowering classroom teachers with the tools and resources they need to enhance math instruction. This partnership ensures that the interventions provided in small group settings are seamlessly integrated into the regular classroom environment, creating a cohesive learning experience for students. By

aligning intervention strategies with classroom instruction, we can reinforce key mathematical concepts and skills more effectively, leading to improved student outcomes. The math interventionist also provides classroom teachers with tailored strategies, materials, and resources designed to support and enrich math instruction. This collaborative effort enhances the overall quality of math education within the school, as teachers are better equipped to address the needs of all learners, from those who require remediation to those who are ready for advanced challenges. To ensure the success of this collaborative intervention approach, we will implement a comprehensive monitoring system that includes the following components: Collaborative Planning and Data Review: The math interventionist and classroom teachers will engage in regular collaborative planning sessions, where they will review student data, discuss the effectiveness of current interventions, and plan future instructional strategies. This ongoing collaboration ensures that interventions are responsive to student needs and that teachers are supported in implementing these strategies in their classrooms. Teacher Support and Resource Sharing: The math interventionist will provide continuous support to classroom teachers by sharing instructional strategies, materials, and resources that align with the school's math curriculum. This support will be documented and monitored to ensure that teachers are actively utilizing these resources to enhance math instruction. Student Progress Monitoring: Both the math interventionist and classroom teachers will regularly monitor student progress through formative assessments, standardized tests, and ongoing classroom performance data. This data will be used to adjust interventions as needed and to provide targeted support to students who may be struggling. Feedback and Observation: School leadership will conduct regular observations of both intervention sessions and classroom instruction to assess the effectiveness of the collaboration between the math interventionist and teachers. Feedback from these observations will be used to refine the intervention process and ensure that it meets the needs of all students. Communication with Stakeholders: Progress reports will be shared with parents, classroom teachers, and school administration to keep all stakeholders informed about student achievements and areas for improvement. This transparency helps maintain a focus on continuous improvement and ensures that everyone is working together toward common goals. By implementing this collaborative, evidence-based intervention strategy, Havana Magnet School aims to create a more supportive and effective math learning environment. The close partnership between the math interventionist and classroom teachers is key to ensuring that students receive consistent, high-quality instruction that leads to measurable improvements in math proficiency and overall academic success.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1: Hiring and Integration of a Math Interventionist

Person Monitoring:
School Principal

By When/Frequency:
September 1, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The principal will oversee the hiring process of a qualified math interventionist who will focus on providing targeted support to students struggling in mathematics, particularly in grades 3, 5, and 8,

where proficiency levels are notably low. Once hired, the math interventionist will be integrated into the school's instructional team and will collaborate closely with classroom teachers to develop and implement effective intervention strategies aimed at boosting math proficiency, with a specific emphasis on improving Algebra 1 achievement scores.

Action Step #2
Action Step #2: Implementation of Data-Driven Instructional Strategies

Person Monitoring:	**By When/Frequency:**
Math Interventionist and Classroom Teachers	September 1, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The math interventionist, in collaboration with classroom teachers, will analyze student performance data to identify specific learning gaps and areas where students need additional support. They will develop and implement data-driven instructional strategies tailored to address these gaps, with a focus on enhancing mathematical skills and conceptual understanding across all grade levels. Regular progress monitoring will be conducted to ensure that interventions are effective and adjustments are made as needed to achieve the desired outcomes.

Action Step #3
Action Step #3: Professional Learning Communities (PLCs) and Teacher Collaboration

Person Monitoring:	**By When/Frequency:**
Instructional Coach and AP's	September 1, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Assistant Principals and our instructional coach will facilitate weekly Professional Learning Community (PLC) meetings where the math interventionist and classroom teachers will collaborate to review student data, share effective teaching strategies, and plan instructional activities that align with the school's math proficiency goals. These PLCs will focus on building teacher capacity to deliver high-quality math instruction, particularly in the areas of Algebra 1 and foundational math skills, to ensure that all students are supported in reaching proficiency. By implementing these action steps, Havana Magnet School aims to significantly improve mathematics proficiency across all grade levels, with a particular focus on increasing Algebra 1 achievement scores. These targeted efforts are essential to closing the identified performance gaps and ensuring that students develop the critical math skills needed for academic success and future opportunities in STEM-related fields. The school will hire a dedicated math interventionist who will collaborate with teachers to provide targeted small group instruction. The interventionist will work directly with students who are identified as needing additional support in mathematics, focusing on key areas where they struggle. This approach allows for personalized instruction that addresses individual learning gaps, thereby enhancing overall math proficiency across the school. To measure the effectiveness of having the math interventionist as an additional resource, the school will implement a comprehensive monitoring system that includes the following steps. Student performance on weekly math assessments will be systematically tracked and analyzed. This data will provide insight into the progress of students receiving intervention support and help identify any trends in their learning outcomes. Responsibility: The math interventionist, in collaboration with classroom teachers, will be responsible for collecting and reviewing this data. They will look for improvements in student test scores over time, which will serve as a primary indicator of the intervention's effectiveness. The collected assessment data will be analyzed during regular Professional Learning Community (PLC) meetings. The focus will be on identifying patterns of improvement or continued areas of struggle among students in small group instruction. Based on this analysis, instructional strategies will be adjusted as needed to better support student learning. Responsibility: The math interventionist and classroom teachers, guided by the instructional coach,

will collaborate in PLCs to review the data and make informed decisions about any necessary instructional changes. Progress Monitoring Reports: Periodic progress reports will be generated to document student growth over time. These reports will include a summary of assessment results, specific areas of improvement, and any modifications made to the intervention strategies. These reports will be shared with school leadership to ensure ongoing oversight and support for the intervention efforts. Responsibility: The math interventionist will prepare these progress reports, with input from the classroom teachers, and present them to the school principal and instructional leadership team. By closely monitoring student performance on weekly assessments and regularly analyzing this data, the school will be able to assess the impact of the interventionist's work on student learning. This ongoing evaluation will ensure that the additional support provided by the interventionist is effectively contributing to improved math proficiency and helping to close the identified gaps in student achievement.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description of the Area of Focus: Our school's primary area of focus is to enhance science achievement across all grade levels. For the past three years, Our Science achievement levels at Havana Magnet School have remained consistently low over recent years. In both the 2022–2023 and 2023–2024 school years, only **23%** of students scored at or above Level 3, indicating proficiency. This persistent underperformance underscored the need for targeted instructional improvement in science.

In the 2024–2025 school year, results were mixed. **Fifth-grade science scores showed improvement**, with **42%** of students reaching proficiency. However, **eighth-grade science scores declined significantly**, with only **8%** of students scoring at or above Level 3.

These outcomes highlight the urgent need for **grade-specific interventions**, enhanced science instruction, and a strategic focus on curriculum alignment and student engagement, particularly at the middle school level.

Impact on Student Learning: The low achievement in science significantly affects student learning and their overall academic success. Science is a critical subject that not only fosters curiosity and problem-solving skills but also lays the foundation for understanding the world around us. A lack of proficiency in science can hinder students' ability to engage with STEM (Science, Technology, Engineering, and Mathematics) fields, which are increasingly important in today's global economy. Additionally, poor performance in science can affect students' confidence and interest in pursuing

science-related courses and careers in the future, limiting their opportunities for success.

Rationale for Identifying Science as a Crucial Area of Need: The decision to focus on science achievement was driven by a thorough analysis of our school's performance data over the past three years. Despite efforts to improve, the percentage of students achieving proficiency in science has remained stagnant at 23%. This consistency in low achievement highlights that our current strategies may not be effectively addressing the underlying issues. Furthermore, science is a core subject that contributes to the overall academic performance of students, and low achievement in this area can negatively impact our school's ability to meet broader educational goals.

The stagnation in science achievement suggests that there may be systemic challenges within our instructional practices, curriculum alignment, or resource allocation that need to be addressed. By identifying science as a crucial area of need, we aim to implement evidence-based interventions, provide targeted professional development for teachers, and allocate resources more effectively to support student learning in this subject.

In summary, improving science achievement is critical not only for meeting academic standards but also for ensuring that our students are equipped with the knowledge and skills necessary for future success. Addressing this area of focus is essential to breaking the cycle of underperformance and fostering a culture of academic excellence in science at our school.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-2026 school year, our goal is for 59% of our 5th grade, 8th grade, and Biology students to score a level 3 or above on the End of Year Science assessment. This represents a significant increase from the 23% proficiency level achieved in the previous two school years.

This SMART goal was developed based on the urgent need to address the persistently low science achievement levels in our school. The goal of increasing proficiency to 50% is ambitious yet achievable with the implementation of strategic, evidence-based interventions, enhanced professional development for teachers, and a focus on data-driven instruction. By setting this clear, data-based objective, we aim to hold ourselves accountable for making meaningful progress in student science achievement and ensuring that a greater proportion of our students are equipped with the essential scientific knowledge and skills for future success.

This measurable outcome will be tracked and monitored throughout the school year using interim assessments, progress monitoring tools, and data analysis to ensure that we are on track to meet our end-of-year goal. The success of this goal will demonstrate our ability to effectively respond to the identified needs and to significantly elevate the academic performance of our students in science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To achieve the desired outcome of 50% of our 5th grade, 8th grade, and Biology students scoring a level 3 or above on the End of Year Science assessment, we will implement a comprehensive monitoring plan. This plan will focus on ensuring that benchmark-aligned instruction is consistently delivered, and student progress is regularly assessed and addressed throughout the school year.

1. **Baseline Assessment:** At the beginning of the school year, a baseline assessment will be administered to all students in the relevant grade levels to determine their current level of understanding and identify areas of need. This initial data will guide instructional planning and allow teachers to tailor their lessons to address specific gaps in knowledge.

2. **Pacing Guide Development:** Teachers will collaborate to develop a detailed pacing guide that aligns with the science standards. This guide will ensure that all necessary content is covered systematically and that instruction is paced appropriately to allow for in-depth exploration of key concepts. The pacing guide will be aligned with benchmark item specifications to ensure that instruction is focused on the skills and knowledge that are critical for student success on the End of Year Science assessment.

3. **Lesson Plan Design and Implementation:** Teachers will create and implement rigorous and relevant lesson plans daily, designed to meet the diverse needs of their students. Weekly lesson plans will be informed by the pacing guide and will utilize benchmark item specifications as a catalyst for instruction. These lesson plans will focus on ensuring that students receive grade-level appropriate instruction that is both challenging and supportive.

4. **Formative Assessments:** Formative assessments will be administered regularly to monitor student progress and identify areas where students may be struggling. These assessments will provide immediate feedback to both students and teachers, allowing for timely interventions and adjustments to instruction as needed.

5. **Targeted Tutorials and Support:** Students who are identified as not performing well on formative assessments will be provided with targeted tutorials. These small-group or one-on one sessions will focus on addressing specific areas of difficulty, ensuring that students receive the support they need to improve their understanding and performance.

6. **Remediation and Enrichment:** In addition to tutorials, remediation will be provided for students who need additional help, while enrichment opportunities will be offered to all students to deepen their understanding and engagement with the material. This dual approach ensures that all students are challenged and supported at their individual levels of ability.

7. **Spiraling Knowledge:** Throughout the school year, teachers will employ a spiral approach to instruction, revisiting key concepts and skills regularly to reinforce learning. This continuous review will help solidify students' understanding and prevent the loss of critical knowledge over time.

8. **Ongoing Monitoring and Progress Checks:** Student progress will be monitored every nine weeks through a combination of formative assessments, benchmark tests, and classroom observations. These regular progress checks will allow teachers and administrators to track the effectiveness of the instructional strategies being implemented and make data-driven decisions to adjust instruction as needed.

9. **Impact on Student Achievement:** Ongoing monitoring of this Area of Focus will have a direct and positive impact on student achievement outcomes. By using data to inform instruction and make timely adjustments, teachers will be able to provide more targeted and effective support to students. Regular assessments and progress checks will ensure that any issues are identified early, and that interventions can be implemented promptly. This proactive approach will help keep students on track to meet the desired outcome, ensuring that 59% of our 5th grade, 8th grade, and Biology students achieve a level 3 or above on the End of Year Science assessment.

By maintaining a strong focus on benchmark-aligned instruction, continuous progress monitoring, and targeted support, we are confident that we can achieve significant improvements in science achievement and reach our SMART goal for the 2024-2025 school year.

Person responsible for monitoring outcome
Administration Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Our measurable outcome for science is to ensure that 50% of our 5th grade, 8th grade, and Biology students score a level 3 or above on the End of Year Science assessment by the end of the 2024-2025 school year. To support this outcome, students will begin receiving explicit science instruction in earlier grades to address and close gaps experienced in previous years. This approach aims to build a strong foundation in science concepts, ensuring students are better prepared as they progress through the grade levels. A highly qualified science teacher will be hired to ensure that students receive expert instruction in science. A teacher with strong content knowledge and effective pedagogical skills will be able to deliver rigorous and engaging lessons that are aligned with state standards. This intervention is based on evidence that teacher quality is one of the most significant factors affecting student achievement. The quality of instruction is directly linked to student performance. Hiring a highly qualified teacher ensures that students receive the best possible instruction, which is critical for improving science achievement. The teacher's performance will be monitored through classroom observations, lesson plan reviews, and student assessment data. Regular feedback and professional development opportunities will be provided to support ongoing improvement. Science fairs will be hosted at least two times a year to encourage student engagement in scientific inquiry and experimentation. These events will allow students to apply the concepts they have learned in a hands-on, practical way, fostering a deeper understanding of scientific principles. Science fairs promote critical thinking, creativity, and the application of scientific knowledge. They provide students with an opportunity to explore topics of interest, develop research skills, and present their findings, all of which contribute to a stronger grasp of science. Participation and performance in science fairs will be tracked, with teachers providing guidance and feedback throughout the process. The quality of projects and student reflections on their learning will be assessed to gauge the impact on student understanding. Teachers will collaborate weekly during Professional Learning Communities (PLCs) to share best practices, analyze student data, and plan effective science lessons. This collaborative approach ensures that all teachers are aligned in their instructional strategies and are continuously improving their practice. PLCs are evidence-based structures that support ongoing professional development, data-driven decision-making, and collaborative problem solving. They create a supportive environment for teachers to refine their instructional techniques and address challenges collectively. PLC meeting minutes, lesson plans, and student progress data will be reviewed regularly to ensure that collaboration is effective and that instructional practices are leading to improved student outcomes. Students will participate in field trips related to science topics to enhance their learning experiences. These trips will provide real-world connections to the concepts taught in the classroom, making the learning more relevant and engaging. Field trips are a proven method for extending learning beyond the classroom and providing students with opportunities to see science in action. They can ignite interest and curiosity in scientific fields, which can translate into better engagement and understanding in the classroom. Students will begin receiving explicit science instruction in prior grades close to the gaps experienced in previous grades.

Rationale:
Providing teachers with additional resources and opportunities for professional development is crucial for enhancing the quality of science instruction. These resources will empower teachers to deliver more effective and engaging lessons, ensuring that students receive a well-rounded education. Furthermore, by taking students on science-related field trips, we can offer them hands-on experiences that deepen their understanding and connection to the subject matter. These real-world learning opportunities are invaluable for reinforcing classroom concepts and sparking curiosity.

Together, these strategies will equip both teachers and students with the tools needed to achieve higher levels of academic success in science.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1 Recruit and hire highly qualified science teachers with a strong background in science education and a proven track record of success in improving student outcomes.

| **Person Monitoring:** | **By When/Frequency:** |
| Principal and Human Resources Department | Complete hiring process before the start of the school year. |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will take decisive action by hiring a highly qualified teacher to provide rigorous and standards-aligned science instruction to students. This teacher will be responsible for delivering engaging and challenging lessons that address the diverse learning needs of all students, with a focus on improving science achievement. Effectiveness of Instruction: The administration will regularly measure the effectiveness of the teacher's instruction through a variety of methods, including classroom observations, lesson plan reviews, and student performance data. These observations will focus on the teacher's ability to implement the curriculum effectively, engage students in higher-order thinking, and differentiate instruction to meet individual student needs. Feedback will be provided to the teacher to support continuous improvement. The teacher will continuously monitor and track student progress through both formative and summative assessments. Formative assessments, such as quizzes, classwork, and informal checks for understanding, will be used to gauge students' ongoing comprehension and to adjust instruction as needed. Summative assessments, including unit tests and benchmark exams, will be analyzed to measure students' mastery of the content and to identify any areas where additional support may be required. The teacher, along with the instructional coach and science department chair, will regularly analyze assessment data to determine trends, identify gaps in learning, and make informed decisions about instructional strategies. This data-driven approach will ensure that instruction is responsive to students' needs and aligned with the goal of improving science achievement. By closely monitoring these action steps, the school will be able to assess the impact of hiring a highly qualified teacher and make any necessary adjustments to ensure that students are on track to meet the measurable goal of 59% proficiency in science.

Action Step #2
Action Step #2: Develop and Implement Rigorous Science Curriculum

| **Person Monitoring:** | **By When/Frequency:** |
| Administration | Each Semester |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaborate with newly hired teachers and existing staff to develop a rigorous, standards-aligned

science curriculum. This curriculum will include benchmark assessments, hands-on activities, and opportunities for real world application, such as field trips and science fairs. Curriculum development by the start of the school year; ongoing implementation throughout the year. The school will host science-related events, such as science fairs, where students will have the opportunity to create and display their own science experiments. These events will be designed to encourage hands-on learning and to deepen students' understanding of scientific concepts. Students will present their experiments to a panel of judges, allowing them to showcase their work, receive feedback, and be recognized for their hard work and creativity. The school will monitor the level of student engagement and participation in these science events. This will include tracking the number of students who submit projects, the diversity of topics covered, and the overall enthusiasm and effort demonstrated by the students. High levels of participation and diverse project topics will indicate a strong interest in science and a positive impact on student learning. The school will assess the quality of the science experiments presented by the students. The panel of judges, which may include teachers, administrators, and community members with a science background, will evaluate the experiments based on criteria such as creativity, scientific method, accuracy, and presentation skills. Feedback from the judges will provide insight into the students' understanding of scientific concepts and their ability to apply what they have learned in the classroom. The school will monitor the recognition and achievement of students who participate in the science events. This includes identifying students who excel in their experiments and providing them with awards or certificates of recognition. The impact of this recognition will be measured by observing any subsequent increases in student motivation, confidence, and interest in science. To gauge the long-term impact of these events, the school will track the progress of students who participate in science fairs, comparing their performance on formative and summative assessments before and after the events. This data will help determine whether participation in hands-on science activities translates into improved understanding and achievement in science over time. By hosting these science-related events and carefully monitoring the outcomes, the school aims to foster a culture of scientific inquiry, enhance student learning, and motivate students to engage more deeply with science. The feedback and data gathered from these events will inform future instructional practices and help the school continue to improve its science education program.

Action Step #3

Action Step #3: Offer ongoing professional development for science teachers focused on effective instructional strategies, use of data to drive instruction, and incorporation of additional resources. This includes attending workshops, collaborating in PLCs, and accessing instructional materials that align with the curriculum.

Person Monitoring:
Administration

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Person Responsible: Professional Development Coordinator and Science Department Chair Timeline: Begin professional development sessions at the start of the school year, with continuous support provided throughout the year. These action steps will ensure that our school is equipped with the expertise, curriculum, and resources necessary to meet our measurable goal of having 59% of our 5th grade, 8th grade, and Biology students score a level 3 or above on the End of Year Science assessment.

IV. Positive Learning Environment

Area of Focus #1

Other: Reduce the percentage of out of school suspension incidents, teacher absences and student absences

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Improving **student and teacher attendance** is crucial at all academic levels, as consistent presence is essential to ensuring high-quality instruction, fostering stable relationships, and supporting the social and emotional well-being of every learner. During the foundational years of learning, students rely heavily on predictable routines and continuous instructional practices. Frequent absences—whether from students or teachers—disrupt these systems and hinder academic progress.

Teacher attendance is especially critical to student success. When teachers are consistently present, they build rapport, reinforce high expectations, and establish trust, which are the cornerstones of effective classroom culture. Likewise, **regular student attendance** ensures learners are engaged in daily instruction, connected to their peers, and accountable for their learning. Increased classroom teacher and student attendance, coupled with decreased out-of-school suspension incidents, will help create an environment where students are motivated to strive for excellence and pursue ambitious academic goals. This, in turn, promotes strong community bonds and builds effective relationships between students, teachers, and families.

Academic learning is most impactful when students have daily opportunities to collaborate, discuss ideas, and make meaningful connections to academic content. By strengthening our school's culture of **social and emotional learning**, we can address emerging needs and lay the groundwork for improved outcomes.

Based on the **2024–2025** school year FSA data, HMS received an overall grade of **C**. The impact of this rating has been significant, contributing to a **25% decrease in teacher attendance** and a **20% decline in student enrollment**. These trends are concerning, as they not only reflect disengagement but also contribute to a cycle of underperformance and low morale.

A positive school culture feels **energetic, hopeful, and collaborative**. It includes teachers and students who work well together, strive to achieve shared goals, and demonstrate respect and care for one another. Our faculty, staff, and students are in **constant need of positive reinforcement** to sustain high-quality learning, improve attendance, and build a cohesive school community.

To foster a more positive and productive culture for the **2025–2026** school year, it is essential to prioritize strategies that address and reduce:

- Out-of-school suspension incidents
- Chronic student absences
- Teacher absences

By implementing **proactive measures**, we can cultivate a climate where both students and staff feel

valued, supported, and motivated to attend daily.

Key Strategies to Improve Student and Teacher Attendance and Strengthen School Culture:

Enhance Community Engagement:

- Develop partnerships with local organizations, faith-based groups, and businesses to offer incentives for good attendance (e.g., recognition events, rewards, certificates).
- Invite guest speakers, community mentors, and volunteers to participate in school activities and reinforce the importance of daily attendance.
- Organize family engagement nights and workshops to help parents understand how attendance impacts student achievement.

Provide Additional Support for Students and Teachers:

- Offer mentoring programs and check-ins for students with high absenteeism to build relationships and address barriers to attendance.
- Create a **teacher wellness initiative** that includes mental health resources, peer support groups, and recognition for perfect attendance.
- Implement an early warning system to identify and intervene with students and teachers experiencing attendance challenges.

Design a More Inclusive and Engaging Curriculum:

- Incorporate **field trips** tied to curriculum standards, exposing students to real-world learning experiences that spark curiosity and encourage attendance. Examples:
    - Visits to museums, STEM centers, or local businesses
    - College campus tours to build college and career readiness
    - Community-based service learning projects
- Integrate **hands-on STEM activities** in every grade level to increase student motivation and create excitement about learning.
- Embed culturally responsive teaching practices and student choice into lessons to strengthen engagement and relevance.

Strengthen the Connection Between Home and School:

- Increase communication through newsletters, social media, text reminders, and phone calls to keep families informed about attendance expectations and school activities.
- Assign staff attendance liaisons to serve as points of contact for families needing assistance with transportation, health issues, or other barriers.
- Develop attendance contracts with students and families when chronic absences occur, outlining shared commitments and support plans.

Foster School Spirit and Student Belonging:

- Introduce **school t-shirts** and spirit days to build pride and a sense of identity.
- Expand opportunities for students to participate in extracurricular activities such as the **band, chorus, step team, robotics club, and academic teams.**
- Recognize attendance milestones publicly (e.g., monthly celebrations, bulletin boards,

assemblies).

Ensuring that **students and teachers feel valued, supported, and connected** will contribute to a more cohesive and vibrant educational environment. Ultimately, these efforts will lead to:

- **Improved student achievement**
- **Higher attendance rates**
- **Decreased out-of-school suspensions**
- **Increased enrollment and retention**
- **A stronger sense of community within HMS**

By working together, we can reverse declining attendance trends and build the foundation for a successful and inspiring **2025–2026 school year.**

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Goal Statement:

By the end of the **2025–2026** school year, teacher attendance, as measured through official school attendance data, will increase by **5%.**

Action Plan to Improve Teacher and Student Attendance, School Culture, and Community Engagement

1. Promote a Positive and Unified Work Environment

- **Visible School Spirit:**
  All teachers will be encouraged to regularly wear **school-branded t-shirts or sweaters** that reflect our school community and culture. This will help build a sense of pride, belonging, and unity among staff and students.
- **Workplace Recognition and Incentives:**
  - Teachers who demonstrate **consistent attendance** by reporting to work for **thirty consecutive days** will receive:
    - **Two days of duty-free lunch** as a reward and opportunity for rest and self-care.
    - **One additional day of uninterrupted planning time** per month to support instructional preparation and professional growth.
- **Staff Retention Focus:**
  Retaining high-quality staff is a priority. By improving school culture and offering consistent recognition and support, we will increase teacher satisfaction and retention rates for the following school year.

2. Provide Supportive and Restorative Student Discipline Practices

- **Reduction in Out-of-School Suspensions:**
  Rather than removing students from the learning environment, students exhibiting disruptive behaviors will be provided **individualized intervention plans** that address academic, social, and behavioral needs.
- **Positive Behavioral System:**
  Implement a **Positive Behavioral Interventions and Supports (PBIS)** framework to establish clear expectations, recognize positive behavior, and proactively prevent disciplinary incidents.
- **Targeted Goal:**
  Achieve a **25% reduction** in suspensions and discipline referrals in grades **3–8** by the end of the school year.

3. **Increase Parent and Guardian Involvement**

- **Family Engagement Events:**
  Host monthly community events such as **family reading nights, cultural celebrations, and student showcases** to strengthen the connection between home and school.
- **Positive Reinforcement Partnership:**
  Partner with parents and guardians to reinforce positive student behaviors and attendance through **shared recognition and incentives.**
- **Attendance Impact:**
  Increased family involvement will help **decrease negative behavior and reduce student absenteeism.**

4. **Increase Community Engagement**

- Expand participation in extracurricular activities including **band, chorus, step team, robotics, and academic clubs** by **25%** over the school year.
- Invite community organizations and local leaders to partner on student enrichment programs and showcase events.
- Offer student incentives for consistent attendance and participation in these activities.

5. **Curriculum and Engagement Improvements**

- **Curriculum Relevance:**
  Implement curriculum changes that emphasize **hands-on learning, real-world application, and student choice**, especially in **STEM and the arts**, to foster deeper engagement.
- **Student Feedback:**
  Aim for a **20% increase in positive student feedback** about curriculum relevance and interest by the end of the year, as measured by student surveys and focus groups.

6. **Home-School Connection**

- **Communication Strategy:**
  Enhance communication through **monthly newsletters, text updates, and social media,** ensuring parents are informed and involved.
- **Parent Participation:**

Increase parental attendance at school events and activities by **30%** through targeted outreach and personal invitations.

7. Teacher and Student Attendance Goals

- **Teacher Attendance Goal:**
  Lower teacher absenteeism by **20%** by creating a more supportive work environment, offering wellness resources, and providing meaningful incentives.
- **Student Attendance Goal:**
  Decrease chronic absenteeism by **15%**, focusing on students attending less than **90%** of school days.
- **Monitoring:**
  Attendance data will be tracked monthly and reviewed by leadership teams to identify trends and intervene early when absences increase.

8. School Morale and Satisfaction

- **Surveys:**
  Conduct **biannual surveys** of staff and students to assess school climate and satisfaction.
- **Target:**
  Achieve a **20% increase** in student and teacher satisfaction scores, reflecting a positive shift in school culture and morale.

9. Reduction in Out-of-School Incidents

- **Data Tracking:**
  Monitor discipline records monthly to track progress toward the goal of reducing out-of-school incidents by **25%** over the next year.
- **Intervention:**
  Use the data to provide targeted supports and additional training for staff in restorative practices.

By implementing this comprehensive plan, HMS will create a stronger sense of belonging, increase teacher and student attendance, reduce discipline incidents, and establish a culture where all members of the school community feel valued and supported.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Attendance Data Monitoring

- **Leadership and Faculty Reviews:**
  Attendance data for both students and teachers will be systematically **reviewed during weekly leadership meetings and monthly faculty meetings.** These reviews will identify trends, highlight areas of concern, and inform intervention planning.
- **Collaboration with District Support:**

School leadership will utilize **Focus**, the district's student information system, to analyze attendance and out-of-school suspension data. Leaders will collaborate with district attendance teams to develop targeted action plans that address chronic absenteeism.

- **MTSS and Team-Based Problem Solving:**
Student attendance concerns will be addressed through **Multi-Tiered Systems of Support (MTSS) meetings,** where school counselors, administrators, teachers, and family liaisons will work together to design and monitor individualized attendance interventions.

- **Weekly Attendance Reports:**
The designated **data entry specialist** will **pull weekly attendance reports** to track the number of students absent and identify patterns by grade level, subgroup, and individual student.

- **Teacher Monitoring:**
Teachers will be expected to **monitor daily attendance** for their students and document communication with families when absences exceed three consecutive days or when patterns of chronic absenteeism emerge.

2. Tracking Out-of-School Incidents

- **Incident Recording and Analysis:**
The school will **develop a clear system for recording all out-of-school incidents** including suspensions, removals, and serious behavioral infractions. This system will capture:
  - The type of incident
  - Root causes and contributing factors
  - Interventions or consequences applied
  - Follow-up actions taken

- **Monthly Trend Reviews:**
Leadership teams will **review incident data each month** to identify recurring patterns (e.g., high-incidence locations, times of day, or specific behaviors). This information will guide professional development and targeted supports for staff and students.

3. Monitoring Absenteeism

- **Regular Reporting:**
Weekly attendance reports will be shared with grade-level teams and school leadership to maintain awareness and accountability.

- **Alert System for High Absences:**
An **alert system** will be implemented to notify administrators, counselors, and teachers when student absenteeism exceeds critical thresholds (e.g., 10% of instructional days).

- **Root Cause Investigation:**
For any student identified as chronically absent, a **root cause analysis process** will be used to explore underlying barriers such as transportation, health, or family challenges.

- **Teacher Attendance Tracking:**

Teacher attendance data will also be reviewed monthly. Trends will be shared with staff, and individual support plans will be developed for employees who demonstrate frequent absences.

4. Evaluating Community Engagement

- **Quarterly Surveys:**
  The school will administer **quarterly surveys** to parents, students, and staff to assess engagement levels, perceptions of school climate, and satisfaction with communication efforts.
- **Participation Tracking:**
  Attendance and participation data will be collected for all school-sponsored activities, including:
  - Academic nights
  - Cultural celebrations
  - Extracurricular programs (band, chorus, step team)
- **Engagement Goal Setting:**
  Goals for increasing engagement participation by 25% will be established and progress measured against baseline participation rates.

5. Assessing Support Programs

- **Feedback and Performance Metrics:**
  Each intervention and support initiative (e.g., mentoring, after-school tutoring, attendance incentives) will be evaluated using:
  - Pre- and post-program data
  - Feedback surveys from participants
  - Academic performance metrics
- **Continuous Improvement:**
  Evaluation results will be reviewed quarterly by the leadership team to adjust programs and ensure they effectively address student needs.

6. Reviewing Curriculum Impact

- **Student Engagement Surveys:**
  Twice per year, students will complete surveys to gauge their interest in, and engagement with, the curriculum, particularly in STEM and hands-on learning areas.
- **Focus Groups:**
  Focus groups with students from diverse backgrounds will be conducted annually to assess whether materials are **inclusive, culturally relevant, and meaningful.**
- **Instructional Adjustments:**
  Curriculum leaders and teachers will use this feedback to modify instructional practices and materials as needed.

7. Strengthening Home-School Connections

- **Communication Logs:**
  All outreach between school staff and families—including phone calls, emails, home visits, and conferences—will be documented in a centralized communication log.

- **Evaluation of Outreach Effectiveness:**
  Quarterly reviews of communication data will be conducted to evaluate whether outreach is consistent, responsive, and accessible to all families.
- **Parent Involvement Tracking:**
  Attendance at school events, volunteer participation, and engagement with parent organizations will be tracked to measure progress toward a **30% increase in parental involvement** by year-end.

-

By implementing this structured monitoring system, the school will ensure that attendance, behavior, engagement, and instructional quality are consistently measured, transparently reported, and improved through data-driven action steps.

Person responsible for monitoring outcome
Deborah Dickey (shafferd@gspsmail.com)

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Student Awards and Recognitions To motivate and celebrate students who demonstrate positive behaviors and strong attendance, HMS will implement a structured system of awards and recognition throughout the school year: Quarterly Awards Ceremonies: Each grading period, students will be recognized for: Excellent and improved attendance Positive referrals for demonstrating school values such as respect, responsibility, and perseverance Academic achievements and personal growth Award ceremonies will be held in the cafeteria or auditorium and will include certificates, small incentives (such as school-branded merchandise, books, or supplies), and public acknowledgment of student successes. Families will be invited to attend to help reinforce the importance of consistent effort and participation. Monthly Celebrations: Each month, students with perfect attendance or significant improvement will be honored with: Attendance badges or stickers Special shout-outs on morning announcements and the school website Invitations to monthly Attendance Celebration Events, such as popcorn parties, extra recess, or classroom celebrations Positive Referral System: Teachers and staff will be encouraged to submit positive referrals for students demonstrating strong character, leadership, or kindness. These referrals will be prominently displayed on a "Wall of Recognition" and entered into a drawing for monthly incentives. Fostering Relationships and Building Community HMS is committed to building an environment where students feel connected and valued, which directly contributes to better attendance and engagement: Focus on Relationships: Teachers will be encouraged to incorporate community-building practices in the classroom such as: Daily or weekly classroom meetings Peer mentoring activities Cooperative learning opportunities Relationship mapping to ensure every student has a trusted adult connection These strategies will help cultivate a sense of belonging, making students more likely to attend school consistently. Staff Morale and Support: Recognizing that teacher engagement and well-being are essential to student success,

administration will support staff through: Duty-Free Lunches: Teachers will receive occasional duty-free lunch breaks as a gesture of appreciation and an opportunity to recharge. Staff Recognition: Regular staff shout-outs during meetings and newsletters to highlight contributions to student success and school culture. Staff Wellness Activities: Opportunities such as wellness challenges, appreciation events, or professional development focused on self-care and work-life balance. The Positive Action Attendance Program HMS plans to adopt The Positive Action Attendance Program, a comprehensive school reform strategy designed to improve social-emotional development, attendance, and academic achievement. Key components include: Social-Emotional Learning Curriculum: Lessons will be delivered weekly to help students build skills in: Self-control and self-regulation Goal-setting and tracking progress Positive decision-making and conflict resolution Persistence and resilience Attendance Goal-Setting and Reflection: Students will set personal attendance goals each grading period. Progress will be monitored by teachers and shared with families during conferences and progress updates. Reflection activities will help students recognize the connection between showing up and achieving their goals. Schoolwide Positive Climate Initiatives: To reinforce positive attendance habits and a sense of community, HMS will implement: Visual displays tracking grade-level attendance progress (e.g., classroom attendance thermometers or graphs) Regular classroom and schoolwide celebrations when attendance targets are met Clear, positive messaging about why attendance matters Family Engagement and Support: Recognizing that families play a critical role in promoting consistent attendance, the program will include: Parent workshops on supporting school attendance and social-emotional skills Home visits for students experiencing chronic absenteeism Positive phone calls home when attendance improves Expected Outcomes Through these strategies, HMS anticipates: Improved daily student attendance rates Increased student motivation and sense of belonging Reduction in chronic absenteeism and tardiness Enhanced school climate and stronger family partnerships

Rationale:

Research-Based Incentives to Boost Student and Teacher Motivation Extensive research indicates that incentives play a significant role in enhancing motivation and increasing the desire of both students and teachers to attend school and work regularly. Recognizing this, we have designed a comprehensive, evidence-based approach that integrates carefully structured discussions, interactive activities, engaging games, enriching field trips, and hands-on STEM experiences into our efforts to improve attendance and school engagement. These components are intentionally crafted to address the underlying causes of absenteeism. By actively involving both students and parents in the learning process, these activities foster a deeper understanding of why consistent attendance is crucial. For students, this means realizing the direct connection between showing up every day and achieving academic success. For parents, it involves recognizing their vital role in supporting their children's educational journey and learning practical strategies to promote consistent attendance. Interactive Activities and Experiences Our approach will include a variety of interactive, engaging experiences designed to build enthusiasm and a sense of belonging: Structured Discussions and Role-Playing Students and parents will participate in facilitated discussions exploring common barriers to attendance, such as transportation challenges, lack of motivation, or feelings of disconnect from school. Role-playing exercises will allow families to practice problem-solving real-life situations (e.g., morning routines, overcoming reluctance to attend) to build confidence and resilience. Classroom Games and Recognition Challenges Teachers will incorporate attendance-focused games and competitions into the classroom, such as "Attendance Bingo" or grade-level attendance challenges where classes compete for monthly prizes. Recognition boards will display names of students and classes meeting attendance milestones. Field Trips as Attendance Incentives Students with strong or significantly improved attendance will be eligible for quarterly field trips that reinforce academic learning and foster excitement about coming to school. Planned trips will include: Visits to local museums or science centers Experiences at nature preserves and aquariums to link learning to the real world College campus tours to inspire long-term academic goals Field trips will be tied directly to

curriculum themes and benchmarks, ensuring they are both educational and motivational. Hands-On STEM Activities To further strengthen engagement, classrooms will integrate monthly hands-on STEM projects that emphasize collaboration, creativity, and problem-solving. Examples include: Robotics workshops and coding challenges Building simple machines, bridges, or renewable energy models Science lab experiments aligned with grade-level standards Students who demonstrate strong attendance will have opportunities to showcase their projects during schoolwide STEM fairs and family nights. Building Communication and Community Improved communication between home and school is central to this strategy: Family Workshops: Regular sessions will help parents learn how to monitor attendance, establish positive routines, and support learning at home. Home-School Connection Logs: Teachers will maintain logs to document proactive communication with families regarding attendance and progress. Celebration Events: Quarterly assemblies will publicly recognize students, families, and teachers for achieving attendance goals, reinforcing a sense of community and shared commitment. Incentives for Teachers We know teacher motivation is critical to maintaining a positive school culture: Recognition and Awards: Teachers with exemplary attendance will receive monthly shout-outs, certificates, and small incentives, such as gift cards or preferred parking. Professional Learning Opportunities: Teachers with consistent attendance will be prioritized for attendance at off-site professional development and conferences, further investing in their growth and engagement. Wellness Initiatives: Wellness events and occasional duty-free lunches will be scheduled to support staff morale and reduce burnout, promoting a consistent and energized presence in classrooms. Rationale and Expected Impact The rationale behind this multifaceted approach is clear: By combining research-backed incentives, enriching experiences, and strong family-school partnerships, we address not only the symptoms but also the root causes of absenteeism. This proactive involvement builds: Students' understanding of how attendance affects their success Parents' confidence and capacity to support learning Teachers' sense of value and professional satisfaction The end goal is not merely to reduce absenteeism but to create a culture where coming to school every day is valued, celebrated, and seen as a natural and important part of every student's educational experience. Outcomes We Aim to Achieve A sustained increase in student and teacher attendance Improved academic performance through continuous learning Stronger relationships and communication among students, staff, and families A vibrant, motivated school community that feels connected to learning every day

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
We are committed to implementing a research-based character education program that fosters resiliency and empowers children with essential life skills. As we transition away from the Cloud9World curriculum, we are adopting CharacterStrong resources and FREE evidence-based character education frameworks such as: Character Counts! (free resources available online) The Positivity Project (free modules and materials) Values in Action (VIA) Character Strengths (free printable tools) Character Lab Playbooks (free, research-backed lessons) These programs are designed to help students build resilience, empathy, self-control, and positive decision-making skills, equipping them to navigate challenges inside and outside the classroom. Rationale Character education and social skill development are vital to: Enhancing academic performance Improving self-

awareness and self-management Supporting relationship-building Promoting positive behavior Improving school climate Reducing incidents of absenteeism and suspension By embedding these practices in our daily instruction and school culture, we will create an environment where students thrive academically, socially, and emotionally. Curriculum Overview We will use an integrated, spiral approach to character education from Pre-K through 8th grade. This curriculum will: Introduce core character strengths (e.g., gratitude, kindness, perseverance) Integrate social-emotional learning (SEL) activities Connect lessons to real-life experiences and academic subjects Provide engaging classroom lessons, videos, and hands-on projects Free resources will be curated into a cohesive sequence, avoiding redundancy while ensuring each grade level builds on the prior year's learning. Implementation Steps 1. Train a School Team for Program Implementation A dedicated team will be formed to: Review available free character education resources (Character Counts!, VIA Character Strengths, Character Lab) Create a yearly scope and sequence aligned with district benchmarks Train staff to deliver lessons and model character strengths 2. Develop a Comprehensive Training Plan Once the team is trained, we will create a detailed training plan that includes: Professional development for teachers and support staff Parent workshops to reinforce character strengths at home Clear expectations for weekly classroom implementation 3. Incorporate Field Trips and Hands-On STEM Activities To bring character education to life and engage students: We will organize character-building field trips (e.g., community service projects, college tours, STEM museum visits) Implement hands-on STEM activities that require collaboration, persistence, and creative problem-solving (e.g., robotics challenges, engineering design projects) Tie these experiences to character themes (e.g., teamwork, curiosity, perseverance) 4. Establish a Progress Monitoring System We will monitor progress by collecting and reviewing: Academic performance data Attendance records Discipline referrals Student self-assessments and reflections on character growth Regular reviews will help us identify students who may need additional social-emotional support or targeted interventions. 5. Host Regular Team and Faculty Meetings Monthly team and faculty meetings will: Address attendance and engagement concerns Share successes and areas for improvement Adjust instruction and supports as needed 6. Offer Targeted Interventions and Restorative Practices Students experiencing challenges (e.g., suspensions or chronic absenteeism) will receive: Check-in/ check-out with a mentor Small group social skills instruction MTSS team review and intervention plans Restorative circles to repair harm and rebuild relationships 7. Recognize and Celebrate Positive Behavior Recognition is essential for motivation. We will: Implement quarterly awards assemblies to celebrate character strengths and attendance Use positive referrals and certificates for students demonstrating core character values Hold classroom celebrations tied to milestone achievements Example Free Resources We Will Use Here are a few free and accessible resources we will integrate into our program: Character Counts! (www.charactercounts.org) Pillars of Character lessons and printables Character Lab Playbooks (www.characterlab.org) Free research-based lesson plans on grit, gratitude, curiosity, and more VIA Character Strengths (www.viacharacter.org) Free surveys and printable classroom materials Positivity Project (positivityproject.com) Free weekly character trait lessons and activities Expected Outcomes By adopting this research-backed, no-cost approach, we aim to: Improve academic outcomes and engagement Reduce behavioral incidents and absenteeism Strengthen student resilience and emotional well-being Foster a caring, positive, and connected school culture

Person Monitoring:
Deborah Dickey (shafferd@gcpsmail.com)

By When/Frequency:
June 1, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implementation of a Research-Based Character Education Program: Cloud9World We are committed to implementing a comprehensive, research-based character education program designed to foster resiliency and empower children with essential life skills. Our focus will be on equipping students with

practical strategies to build resilience and character, which are key components in helping them navigate challenges both inside and outside the classroom. Since we are no longer utilizing Cloud9World, we will integrate a combination of free, evidence-based character education resources, including: Character Counts! – a widely respected program focused on the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) Character Lab Playbooks – free, research-backed lessons that promote traits such as gratitude, curiosity, and perseverance VIA Character Strengths – printable materials and surveys that help students discover and apply their unique strengths Positivity Project – free modules to build positive relationships and self-worth These programs are all grounded in research and proven to improve student behavior, school climate, and academic engagement. Program Rationale Character education and social skill development are vital to: Enhancing academic achievement Promoting desired behaviors and reducing disciplinary incidents Improving self-awareness and self-management skills Strengthening relationships between students and staff Supporting overall student well-being and mental health By integrating these aspects into our school culture, we aim to create an environment where students are empowered to thrive academically, socially, and emotionally. Curriculum and Engagement Approach We will develop a thoughtfully designed, integrated spiral curriculum that introduces and builds upon character strengths and social-emotional skills from Pre-K through 8th grade. This curriculum will: Engage students at every grade level without redundancy Include weekly lessons on core values and strengths Embed social-emotional learning into academic subjects and classroom routines Reinforce character themes through real-life application and experiential learning To keep learning dynamic, we will also incorporate field trips and hands-on STEM activities that connect directly to character development and collaborative skills. Examples include: Field Trips: Community service outings, local college visits, environmental stewardship projects, and museum tours tied to empathy, citizenship, and curiosity Hands-On STEM Activities: Robotics challenges, engineering design projects, science fairs, and maker spaces that foster teamwork, perseverance, and creative problem-solving Implementation Steps 1. Training a School Team for Program Implementation A dedicated implementation team will receive training on Character Counts!, Character Lab Playbooks, VIA resources, and the Positivity Project. This training will focus on building resilience, embedding social-emotional learning (SEL) in daily lessons, and modeling core values across the school. 2. Developing a Comprehensive Training Plan Once trained, our school team will: Create a detailed plan to train teachers, support staff, and parents Provide example lessons, activity guides, and facilitation tips Schedule professional development sessions and coaching to ensure consistency This approach will ensure that character education is unified and embedded in all classrooms. 3. Establishing a Progress Monitoring System We will build a system to track progress using: Attendance records Academic performance data Discipline and behavior reports Student self-assessments and reflections This data will help us identify students who may need additional social-emotional support and provide early, targeted interventions. 4. Regular Team and Faculty Meetings We will host monthly meetings with faculty and support staff to: Review data trends and identify concerns Share success stories and best practices Adjust implementation strategies as needed This ongoing collaboration will help maintain high-quality delivery of character education and ensure alignment with school goals. 5. Offering Targeted Interventions For students facing challenges such as chronic absenteeism or out-of-school suspensions, we will provide: Student study teams and MTSS meetings Restorative circles to rebuild trust and address conflict Small-group or one-on-one social-emotional skill building Parent conferences to strengthen home-school partnerships These supports will help students re-engage with school and feel valued in the learning community. 6. Enriching Learning Through Field Trips and STEM We recognize that hands-on, experiential learning is a powerful way to reinforce character skills. Therefore, we will: Schedule quarterly field trips connected to themes like citizenship, environmental responsibility, and service Incorporate STEM project days where students work collaboratively to solve problems and demonstrate perseverance and teamwork Highlight these activities in family newsletters and school celebrations to showcase their impact 7. Recognizing and

Celebrating Character We will strengthen student motivation by: Awarding certificates and positive referrals for demonstrating character strengths Holding quarterly assemblies to recognize students for attendance, leadership, and acts of kindness Providing opportunities for student leadership and peer mentoring Expected Outcomes By adopting this multi-faceted, research-backed, free character education approach, we expect to: Improve academic performance and engagement Reduce disciplinary referrals and absenteeism Foster a caring, connected, and positive school culture Strengthen resilience and self-efficacy among all students Empower students with skills to succeed in school and life

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Havana Magnet School is deeply committed to fostering strong, ongoing partnerships with our parents, caregivers, and the wider community. We understand that meaningful family involvement is key to student success, and as such, we are expanding our outreach and engagement efforts through a series of dynamic and inclusive initiatives.

Parent Engagement Events

Throughout the 2025–2026 school year, we will host several important in-person and virtual meetings and events to ensure families are well-informed, involved, and empowered to support their children's educational journey. These include:

- **Parent Expo**
- **Family STEM Nights**
- **Curriculum Nights**
- **School Advisory Council (SAC) Meetings**
- **Annual Title I Meeting**
- **Family Literacy and Math Events**
- **Career and College Readiness Workshops**

Each event will feature **interactive activities, informational presentations,** and **dedicated Q&A sessions** to give parents the opportunity to express their questions and concerns—especially regarding key components such as the School Improvement Plan (SIP), the UNISIG budget, and academic priorities.

These sessions will emphasize **transparency and two-way communication,** allowing parents to provide valuable input on school initiatives and funding decisions. Parents will also have access to resources and tools to support learning at home.

Integration of Field Trips and Hands-On STEM Experiences

To further connect families and community members to the learning process, we are expanding our school's enrichment opportunities to include **educational field trips and hands-on STEM (Science, Technology, Engineering, and Math) activities** that support both classroom learning and real-world application.

- **Field Trips** will be strategically planned throughout the year to align with core content areas and character development goals. These may include:
  - Visits to local colleges and universities to build college and career awareness
  - Science centers and technology labs for STEM enrichment
  - Museums, aquariums, and cultural institutions to support history and science units
  - Community service outings that reinforce citizenship and empathy
- **Hands-On STEM Activities** will be embedded in:
  - Family STEM Nights where students and parents build and test projects together
  - In-school STEM competitions and design challenges
  - Robotics and coding workshops that encourage problem-solving and collaboration
  - MakerSpace stations and science experiments that promote exploration and curiosity

These experiences not only enhance student engagement, but they also provide **shared learning opportunities** for families, building stronger home-school connections through participation and discovery.

Digital Communication and Accessibility

We recognize that not all families are able to attend in-person meetings or events. To ensure equity in access to information, we will continue to utilize our school website and digital communication platforms to keep all stakeholders connected.

- The **school website** will be updated regularly with:
  - Event calendars and schedules
  - Meeting agendas and recorded sessions (when possible)
  - School newsletters, announcements, and flyers
  - Updates on the SIP, UNISIG budget allocations, and academic programs
- We will also explore expanding access through:
  - Remind App messages
  - Social media updates
  - Printed materials sent home for families with limited internet access

Creating a Culture of Collaboration

Our overarching goal is to build an inclusive, transparent, and collaborative school culture where families feel valued and invested in their children's education. Through open communication, meaningful engagement, and enriching academic experiences like **field trips and STEM learning**, Havana Magnet School is committed to supporting the whole child and uniting our community in pursuit of excellence.

By empowering families with the tools, knowledge, and opportunities to be active participants in the school experience, we are preparing our students not just for academic success—but for a bright, inspired, and opportunity-filled future.

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school is dedicated to fostering strong communication and positive relationships with parents and families, recognizing that collaboration between home and school is essential for student success. To achieve this, we will utilize multiple communication channels to keep parents informed and engaged in their children's education.

One of the primary tools we will use is **Remind**, a dynamic platform that allows us to provide real-time updates and communicate directly with parents about school events, classroom activities, and student progress. Remind will serve as a bridge between the school and home, ensuring that parents are always in the loop regarding what is happening in their child's classroom.

In addition to Classroom Dojo, we will leverage the **parent portal in FOCUS**. This portal is an essential resource for parents to access detailed information about their child's academic performance, attendance, and other critical data. By regularly checking FOCUS, parents can stay informed about their child's progress and be proactive in addressing any areas of concern.

Parent-teacher conferences will also play a crucial role in building and maintaining positive relationships between parents and educators. These conferences provide an invaluable opportunity for personalized, face-to-face discussions about each student's strengths, areas for growth, and strategies for support. Through these meetings, we aim to collaborate closely with parents to ensure their children are receiving the best possible education and care.

To further enhance communication, we will actively utilize our **social media channels** and **school webpage**. These platforms will be regularly updated with information about upcoming school events, important announcements, student achievements, and additional resources that may be helpful for parents. By maintaining an active presence on social media and keeping our school webpage current, we ensure that the entire community is well-informed and connected to the school's activities and initiatives.

In addition to communication tools, we are committed to offering **engaging learning experiences** that bring families and students together to celebrate growth and curiosity. We will coordinate a variety of **field trips**, including visits to museums, science centers, local businesses, and historical sites. These experiences not only enrich academic learning but also create meaningful memories and

inspire students to see the real-world relevance of what they learn in class.

To further support our focus on inquiry and exploration, we will integrate **hands-on STEM activities** throughout the school year. Parents will be invited to participate in **STEM Nights**, classroom demonstrations, and special project showcases. These events will give families the opportunity to engage alongside their children in exciting science, technology, engineering, and math challenges that promote critical thinking, collaboration, and creativity.

Overall, our multifaceted approach to communication and family engagement is designed to create a supportive and collaborative environment where parents feel informed, involved, and valued as partners in their children's education. By using these various tools and platforms, combined with enriching field trips and dynamic STEM learning experiences, we are committed to keeping the lines of communication open and ensuring that our school community is always aware of what is happening and how they can contribute to their children's success.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Havana Magnet School (HMS) is dedicated to strengthening our academic program by implementing a multifaceted approach designed to increase the amount and quality of learning time while also providing an enriched and accelerated curriculum. Our efforts are aligned with our School Improvement Plan (SIP), particularly in the areas of English Language Arts (ELA) and Science, which are our primary Areas of Focus for the current academic year.

1. Strengthening the Academic Program

To enhance the rigor and effectiveness of our academic program, HMS will implement targeted instructional strategies that align with state standards and best practices. This includes:

- **Curriculum Alignment and Enhancement**

  We will continue to refine our curriculum to ensure it is aligned with state standards and incorporates evidence-based instructional practices. In ELA and Science, we will focus on deepening students' understanding of key concepts, building critical thinking skills, and fostering a love of learning.

  Additionally, we will incorporate **hands-on STEM activities and project-based learning** into the curriculum. These experiences will allow students to experiment, explore, and apply concepts in real-world scenarios, strengthening both their content knowledge and problem-solving abilities.

- **Data-Driven Instruction**

  Our teachers will use student performance data to inform their instruction, identifying areas

where students need additional support or acceleration. By regularly analyzing data, we can tailor our teaching strategies to meet the diverse needs of our students and ensure that all students are making progress.

2. Increasing the Amount and Quality of Learning Time

To maximize learning opportunities for all students, HMS will increase both the amount and quality of instructional time through several key initiatives:

- **Morning Enrichment**
  Offered immediately after breakfast, this program will provide students with additional instructional time to reinforce concepts and prepare them for the day's lessons. This time will be used to review essential skills and introduce new material in a supportive environment.

- **EIR/Educare Academy After-School Program**
  Our after-school program will offer tutoring and enrichment activities, allowing students to extend their learning beyond the regular school day. The program will focus on ELA and Science, providing targeted support to help students master key concepts and accelerate their learning. Students will also have the opportunity to participate in **hands-on STEM projects** after school, sparking curiosity and building foundational skills in engineering, technology, and scientific inquiry.

- **Intervention/Enrichment Block**
  During school hours, all students will participate in a dedicated intervention/enrichment block. This block will be used to provide targeted interventions for students who need additional help and enrichment activities for those who are ready to advance. By grouping students according to their needs, we can offer personalized instruction that supports their academic growth.

3. Providing an Enriched and Accelerated Curriculum

HMS is committed to offering a curriculum that challenges all students and prepares them for future success. To achieve this, we will:

- **Differentiated Instruction**
  We will implement differentiated small-group instruction in our ELA and Science classrooms, supported by additional human resources. This approach allows teachers to tailor lessons to the individual needs of each student, providing both remediation and enrichment as needed.

- **Advanced Learning Opportunities**
  For students who demonstrate a readiness for more advanced material, we will offer accelerated learning options. This may include advanced coursework, project-based learning, and opportunities for independent study.

- **Integration of Enrichment Activities and Field Trips**
  Across the curriculum, we will integrate enrichment activities that encourage creativity, problem-solving, and critical thinking. These will include **regular field trips to museums, science centers, local businesses, and universities** to connect classroom learning to the real world and broaden students' horizons.

In addition, students will engage in **monthly STEM challenges and maker projects** that promote hands-on experimentation and innovation. Examples include robotics explorations, engineering design competitions, and environmental science investigations.

Through these initiatives, Havana Magnet School aims to create a learning environment that not only meets the diverse needs of our students but also inspires them to achieve academic excellence. By increasing the quality and quantity of learning time, providing targeted interventions, offering an enriched and accelerated curriculum, and expanding learning beyond the classroom through **field trips and hands-on STEM activities**, we are committed to helping every student reach their full potential.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

When developing a plan that integrates Federal, State, and local services, it is crucial to ensure strategic coordination across various programs and resources to maximize effectiveness, avoid redundancy, and provide students with a comprehensive, enriched education. Below is a detailed framework that emphasizes academic rigor, support services, enrichment opportunities, and community engagement, including field trips and hands-on STEM activities.

1. Coordination with ESSA Programs

The plan will align with the goals and requirements of the Every Student Succeeds Act (ESSA), leveraging Title I, II, III, and IV services to support a well-rounded education:

- **Title I** will fund targeted academic interventions, tutoring, and extended learning time to raise student achievement.
- **Title II** will support professional development for educators in evidence-based strategies, including STEM integration and inquiry-based learning.
- **Title III** will be used to enhance English language acquisition programs and support multilingual learners.
- **Title IV** will help establish a safe, supportive, and enriched learning environment by expanding access to **STEM programs**, technology, and well-being initiatives.

Enrichment Opportunity:

Funds may also support **educational field trips** to science museums, local libraries, nature centers, and college campuses to broaden student learning experiences beyond the classroom.

2. Integration with Violence Prevention Programs

The plan will include comprehensive violence prevention strategies by partnering with local law

enforcement, counselors, and community organizations. Programs such as:

- **PBIS (Positive Behavioral Interventions and Supports)**
- **Social-Emotional Learning (SEL)** frameworks
- **Restorative Justice Circles**
- **Anti-bullying initiatives**

These programs help create a positive school culture and safe learning environment for all students.

Enrichment Opportunity:

SEL programming will be enhanced with **interactive workshops** and **outdoor team-building field trips** designed to foster empathy, cooperation, and conflict resolution skills.

3. Collaboration with Nutrition Programs

The plan ensures students' physical well-being through coordination with the National School Lunch Program (NSLP) and School Breakfast Program (SBP), addressing food insecurity and supporting healthy development.

Enrichment Opportunity:

Nutrition education will be supplemented with **hands-on gardening activities, farm-to-table experiences,** and **field trips to local farms** to help students understand food sources and healthy eating habits.

4. Partnership with Housing Programs

The plan will support students experiencing homelessness or housing instability by collaborating with McKinney-Vento liaisons and local housing organizations. Services will include:

- Guaranteed school transportation
- Access to hygiene products and clothing
- Individualized academic and social support

Enrichment Opportunity:

These students will be prioritized for participation in **STEM clubs, after-school enrichment programs,** and **community-based field trips** to ensure equitable access to experiential learning.

5. Integration with Head Start Programs

Early learners will benefit from a seamless transition into elementary education through close coordination with Head Start. Joint planning efforts will include:

- Shared family engagement events
- Transition activities
- Alignment of academic and developmental milestones

Enrichment Opportunity:

Head Start students and families will participate in **interactive science days, literacy fairs,** and **exploratory field trips** to encourage early engagement in learning.

6. Adult Education Programs

Parent and community involvement will be expanded through partnerships with local adult education programs. Offerings will include:

- GED and literacy classes
- Digital skills workshops
- Workforce training

Enrichment Opportunity:

Parents may also be invited to join **family STEM nights** or accompany children on **educational field trips**, fostering stronger school-home connections.

7. Career and Technical Education (CTE) Programs

To prepare students for college and careers, the plan will strengthen ties with local businesses, technical colleges, and industry partners. Key elements include:

- Access to **hands-on CTE/STEM coursework**
- **Job shadowing, apprenticeships, and internship opportunities**
- Field trips to **local manufacturers, healthcare facilities,** and **tech labs**

Enrichment Opportunity:

Students will engage in **real-world STEM projects**, including robotics competitions, coding workshops, and design challenges guided by industry professionals.

8. Coordination with Schools Implementing CSI or TSI Activities

For schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), the plan will incorporate:

- Evidence-based instructional interventions
- Regular progress monitoring through data reviews
- Ongoing professional learning communities

Enrichment Opportunity:

All CSI/TSI schools will receive priority access to **grant-funded STEM kits, virtual field trips,** and **partner-led STEM enrichment**, helping address equity gaps in access to high-quality learning tools.

Holistic Integration for Student Success

By integrating these services and programs with robust enrichment experiences like **field trips, project-based learning,** and **hands-on STEM activities,** the plan ensures a **holistic and inclusive educational approach.** It addresses students' academic, emotional, social, and physical needs while leveraging community resources at every level.

This comprehensive coordination not only aligns with Federal, State, and local priorities but also transforms learning into a dynamic, real-world experience that inspires lifelong curiosity, resilience, and academic excellence.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

To ensure comprehensive support for students' development beyond academic subjects, the school employs a multi-faceted approach that includes counseling, school-based mental health services, specialized support services, mentoring, and other strategies designed to enhance social-emotional skills, resilience, and overall well-being. Here's how these services are integrated and implemented:

1. Counseling Services

• Comprehensive School Counseling Program: The school has a structured counseling program that aligns with the American School Counselor Association (ASCA) National Model. This program addresses students' academic, career, and social-emotional development. School counselors conduct regular classroom guidance lessons, small group sessions, and individual counseling to help students develop coping strategies, decision-making skills, and interpersonal skills.

• Responsive Services: Counselors are available for crisis intervention, conflict resolution, and behavioral support. They collaborate with teachers and parents to create individualized support plans for students who need additional help in managing personal or academic challenges.

2. School-Based Mental Health Services

• Partnership with Mental Health Professionals: The school collaborates with licensed mental health professionals, including school psychologists and social workers, who provide on-site services. These services include assessments, individual therapy, group therapy, and family counseling. The goal is to address mental health issues such as anxiety, depression, trauma, and behavioral disorders.

• Tiered Support System: The school utilizes a Multi-Tiered System of Supports (MTSS) framework to identify and address students' mental health needs. Tier 1 involves school-wide mental health promotion and prevention activities; Tier 2 includes targeted group interventions; and Tier 3 provides intensive, individualized support for students with significant mental health needs.

3. Specialized Support Services

• Interdisciplinary Support Teams: The school has established Student Support Teams (SST) that include counselors, psychologists, social workers, special education staff, and administrators. These teams meet regularly to review student data, identify needs, and develop intervention plans tailored to individual students.

• Behavioral Intervention Plans: For students with behavioral challenges, the school develops individualized Behavioral Intervention Plans (BIPs) that include positive behavior supports and strategies to improve self-regulation, social interactions, and coping mechanisms.

4. Mentoring Services

• Peer Mentoring Programs: The school implements peer mentoring programs where older students are paired with younger students to provide guidance, support, and positive role modeling. These programs help students build confidence, develop leadership skills, and establish supportive relationships.

• Community Mentoring Partnerships: The school partners with local community organizations and businesses to provide mentoring opportunities. Community mentors work with students on goal setting, career exploration, and life skills development, helping them to see the connection between their education and future opportunities.

5. Social-Emotional Learning (SEL) Programs

• SEL Curriculum: The school integrates a research-based Social-Emotional Learning curriculum into the daily schedule. This curriculum focuses on teaching students essential skills such as empathy, emotional regulation, communication, and teamwork. Lessons are delivered through classroom instruction, as well as through school-wide initiatives and activities.

• Restorative Practices: The school employs restorative practices to build a positive school climate and address conflicts. Restorative circles and mediation sessions encourage students to take responsibility for their actions, understand the impact of their behavior on others, and repair relationships.

6. Family and Community Engagement

• Parent Workshops and Resources: The school offers workshops and resources for parents on topics such as mental health awareness, positive parenting, and how to support their children's social-emotional development. These sessions help build a strong home-school connection, which is crucial for student success.

• Community Resource Referrals: The school maintains strong connections with local community agencies and services, providing families with referrals to additional support resources such as mental health clinics, housing assistance, and substance abuse programs.

7. Extracurricular Activities and Clubs

• Development of Non-Academic Skills: The school offers a wide range of extracurricular activities, including sports, arts, music, drama, and clubs that focus on leadership, community service, and cultural awareness. These activities provide students with opportunities to develop teamwork, leadership, creativity, and self-expression, which are critical skills for their overall development.

8. Monitoring and Evaluation

• Data-Driven Decision Making: The school regularly collects and analyzes data related to students' social-emotional well-being, behavior, and engagement. This data is used to identify trends, assess the effectiveness of interventions, and make adjustments to programs as needed.

• Continuous Improvement: The school engages in ongoing evaluation and improvement of its counseling, mental health, and support services. Feedback from students, parents, and staff is solicited to ensure that programs meet the evolving needs of the school community.

By integrating these comprehensive services and strategies, the school ensures that students receive the support they need to thrive not only academically but also socially and emotionally. This holistic approach prepares students to succeed in all areas of life, fostering resilience, positive relationships, and a strong sense of self.

Preparing for Postsecondary Opportunities and the Workforce
Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students'

access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

To prepare students for postsecondary opportunities and the workforce, the school implements a comprehensive approach that includes career and technical education (CTE) programs, dual enrollment opportunities, and other strategies designed to broaden students' access to advanced coursework and career pathways. Here's how the school ensures that students are well-prepared and aware of these opportunities:

1. Career and Technical Education (CTE) Programs

• CTE Pathways: The school offers a variety of CTE programs that align with high-demand industries, such as healthcare, information technology, engineering, and the skilled trades. These programs provide students with hands-on experience, technical skills, and industry recognized certifications that make them competitive in the job market upon graduation.

• Partnerships with Local Employers: The school partners with local businesses, industries, and community colleges to offer internships, apprenticeships, and job shadowing opportunities. These partnerships allow students to gain real-world experience, build professional networks, and understand the expectations of the workplace.

• Career Counseling and Guidance: Dedicated career counselors work with students to explore career interests, understand the educational requirements for various careers, and create personalized career plans. Students participate in career assessments, resume-building workshops, and mock interviews to prepare them for the workforce.

2. Integration of Academic and Career Learning

• Curriculum Integration: The school integrates career exploration and workforce skills into the academic curriculum. For example, math and science courses may include project-based learning opportunities that simulate real-world applications, such as engineering projects or business case studies.

• Soft Skills Development: Recognizing the importance of soft skills in the workforce, the school emphasizes the development of communication, teamwork, leadership, and problem solving skills across all grade levels. These skills are embedded in both academic and extracurricular activities. 3. Support for Special Populations

• Individualized Learning Plans (ILPs): For students with specific needs, including those with

disabilities, English language learners, and economically disadvantaged students, the school develops Individualized Learning Plans that outline a clear pathway to postsecondary success. These plans include targeted supports, accommodations, and services that address each student's unique needs and aspirations.

• Transition Programs: The school offers transition programs for students moving from high school to postsecondary education or the workforce. These programs include summer bridge programs, college success workshops, and mentorship opportunities that provide guidance and support during this critical transition period.

4. Ongoing Monitoring and Support

• Data-Driven Decision Making: The school regularly monitors student progress towards college and career readiness using a variety of metrics, including course completion rates, standardized test scores, and postsecondary enrollment data. This information is used to identify gaps and adjust programs and supports as needed.

• Continuous Improvement: The school is committed to continuously improving its postsecondary preparation programs by soliciting feedback from students, parents, educators, and community partners. This feedback informs the development of new initiatives and the refinement of existing programs to better meet the needs of all students.

By providing these comprehensive services and opportunities, the school ensures that all students are well-prepared for the demands of postsecondary education and the workforce. This approach helps students develop the academic, technical, and soft skills necessary to succeed in their chosen paths, whether that be further education or entering the workforce directly after high school.

Addressing Problem Behavior and Early Intervening Services
Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The implementation of a schoolwide tiered model to prevent and address problem behavior involves a structured approach that uses multiple levels of support to meet the diverse needs of students. This model, often known as Positive Behavioral Interventions and Supports (PBIS) or a similar framework, is designed to create a positive school environment, prevent behavioral issues, and provide early

intervention for students who need additional support. Here's how such a model is implemented and coordinated with services under the Individuals with Disabilities Education Act (IDEA):

1. Tiered Model Overview

Tier 1: Universal Supports

• Schoolwide Expectations: At this foundational level, the school establishes clear behavioral expectations that apply to all students and staff. These expectations are taught, modeled, and reinforced consistently across all school settings, such as classrooms, hallways, and cafeterias.

• Positive Reinforcement: The school implements a system of positive reinforcement, such as reward systems or recognition programs, to encourage and reward appropriate behavior. This helps to establish a positive school culture where students are motivated to meet behavioral expectations.

• Preventive Strategies: Universal interventions, such as social-emotional learning (SEL) programs and character education, are embedded in the curriculum to teach students essential skills like empathy, self-regulation, and conflict resolution, which are key to preventing problem behaviors.

Tier 2: Targeted Supports • Small Group Interventions: For students who do not respond adequately to Tier 1 supports, Tier 2 interventions are implemented. These include targeted small group sessions focused on specific behavioral issues, such as anger management or social skills training.

• Behavioral Monitoring: Students receiving Tier 2 interventions are closely monitored using data tracking tools, such as behavior checklists or point sheets. This data helps staff to identify patterns and triggers of problem behaviors and adjust interventions as needed.

• Mentoring Programs: Targeted mentoring programs may be provided to offer additional guidance and support to students who are at risk of developing more severe behavioral issues.

Tier 3: Intensive Supports

• Individualized Interventions: For students with significant behavioral challenges, Tier 3 provides intensive, individualized support. This may include developing Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) tailored to each student's unique needs.

• Collaboration with Specialists: The school involves specialists, such as school psychologists, counselors, and special education staff, to work directly with students and design personalized

interventions. These might include one-on-one counseling, crisis intervention, or specialized therapeutic services.

• Family and Community Involvement: At this level, the school engages families and community resources to provide a wraparound approach. This might involve coordinating with outside mental health providers, social services, and community agencies to address broader issues affecting the student's behavior.

2. Coordination with IDEA Services

• Integration with IDEA Requirements: The tiered model is designed to work in harmony with the services provided under the Individuals with Disabilities Education Act (IDEA). For students with disabilities who require special education services, the school ensures that their Individualized Education Plans (IEPs) are aligned with the behavioral interventions provided within the tiered model.

• Early Intervening Services (EIS): The school provides Early Intervening Services for students who have not been identified as needing special education but who require additional academic or behavioral support. These services help to address issues early, potentially reducing the need for more intensive special education services later on.

• Behavioral Goals in IEPs: For students with disabilities, the school includes specific behavioral goals and interventions in their IEPs. These goals are monitored regularly, and adjustments are made based on the student's progress. The tiered model allows for seamless integration of these goals within the broader schoolwide framework.

3. Professional Development and Training

• Staff Training: All staff members receive ongoing professional development on the implementation of the tiered model, including training on behavioral management techniques, data collection, and effective communication with students and families.

• Collaboration Among Educators: Regular meetings and collaborative planning sessions are held among general education teachers, special education teachers, and support staff to ensure consistency in the implementation of behavioral interventions across all tiers.

4. Data-Driven Decision Making

• Behavioral Data Collection: The school uses a data-driven approach to monitor the effectiveness of the tiered model. Behavioral incidents, attendance, academic performance, and other relevant data are collected and analyzed regularly to identify trends and inform decision-making.
• Adjustments and Continuous Improvement: Based on the data, the school continuously evaluates and adjusts the tiered model to improve outcomes for students. This iterative process ensures that the model remains responsive to the evolving needs of the student population.

5. Positive School Climate
• School Wide Consistency: The implementation of the tiered model fosters a consistent approach to behavior management across the entire school. This consistency helps to build a positive school climate where all students feel safe, supported, and ready to learn.

• Focus on Relationships: Emphasizing strong, positive relationships between students and staff is a key component of the model. Building trust and rapport helps to prevent behavioral issues and ensures that students feel comfortable seeking help when needed. 6. Family and Community Engagement

• Parent Communication: The school actively involves parents in the development and implementation of behavioral interventions, ensuring that they are informed and engaged in their child's progress. Parent workshops and resources are provided to support behavior management at home.

• Community Partnerships: The school collaborates with community organizations to provide additional resources and support for students, such as mental health services, after-school programs, and family counseling.

By implementing this comprehensive, schoolwide tiered model, the school effectively prevents and addresses problem behavior while ensuring that all students, including those with disabilities, receive the support they need to succeed both academically and socially. This approach not only addresses immediate behavioral concerns but also fosters a positive and inclusive school environment conducive to long-term success.

Professional Learning and Other Activities
Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Ongoing Professional Development (PD):

• Instructional Strategies: The school provides regular professional development sessions focused on research-based instructional strategies. These sessions are designed to enhance teachers' abilities to deliver high-quality instruction that meets diverse student needs. Topics include differentiated instruction, effective questioning techniques, and the integration of technology into the classroom.

• Data-Driven Instruction: Teachers and paraprofessionals receive training on how to interpret and use data from academic assessments to inform their instruction. This includes workshops on data analysis, identifying trends and gaps, and using data to tailor instruction to individual student needs. Teachers are also trained on using formative assessments to monitor student progress and adjust instruction in real-time.

• Content-Specific Training: High-need subjects, such as math, science, and special education, receive targeted professional development to address specific challenges in these areas. For example, teachers might participate in workshops on teaching complex math concepts, engaging students in STEM activities, or implementing inclusive practices for students with disabilities.

Collaborative Learning Communities:

• Professional Learning Communities (PLCs): The school fosters a collaborative culture through PLCs, where teachers, paraprofessionals, and other staff meet regularly to discuss instructional practices, share resources, and analyze student data. These communities are essential for ongoing professional growth and for the collective problem-solving of instructional challenges.

• Peer Observation and Feedback: Teachers are encouraged to participate in peer observations, where they can observe colleagues' instructional practices and provide constructive feedback. This promotes a culture of continuous improvement and shared learning.

• Instructional Coaching: The school employs instructional coaches who work directly with teachers and paraprofessionals to provide personalized support. Coaches observe classrooms, model effective teaching practices, and offer feedback to help teachers refine their instruction. This one-on-one support is particularly beneficial for new teachers or those working in high-need subjects.

• Focus on Data Utilization: Coaches also assist teachers in effectively using assessment data to improve student outcomes. They guide teachers in setting instructional goals based on data, developing action plans, and monitoring the impact of instructional changes.

2. Recruitment and Retention of Effective Teachers

Targeted Recruitment Strategies:

• Partnerships with Universities: The school partners with local universities and teacher preparation programs to recruit new graduates, particularly in high-need subjects. These partnerships often include student teaching placements, which serve as a pipeline for hiring new teachers.

• Incentives for High-Need Subjects: To attract teachers to high-need subjects like math, science, and special education, the school offers financial incentives such as signing bonuses, loan forgiveness, or stipends for additional certifications. These incentives make the school more competitive in attracting qualified candidates.

• Diverse Candidate Recruitment: The school is committed to recruiting a diverse teaching staff that reflects the student population. Recruitment efforts are focused on attracting teachers from various backgrounds and experiences to ensure that students have role models who understand their unique cultural and social contexts.

Retention Strategies:

• Mentorship Programs: New teachers are paired with experienced mentors who provide guidance, support, and professional development during their first years of teaching. This mentorship is crucial for helping new teachers navigate challenges and develop their instructional practices, which in turn increases retention.

• Professional Growth Opportunities: The school offers ongoing opportunities for teachers to advance their careers, such as leadership roles, advanced certifications, or specialized training. Providing clear pathways for career advancement helps retain teachers by keeping them engaged and motivated.

• Supportive Work Environment: The school prioritizes creating a positive and supportive work environment where teachers feel valued and appreciated. This includes recognizing teacher achievements, providing opportunities for collaboration, and ensuring teachers have access to the resources they need to succeed.

3. Use of Data from Academic Assessments

Data-Informed Instruction:

• Regular Data Meetings: The school schedules regular data meetings where teachers and administrators review assessment data to identify student strengths and areas for improvement. These meetings are collaborative, with teachers working together to develop strategies for addressing identified needs.

• Student Data Profiles: Teachers create and maintain individual data profiles for their students, tracking progress over time. This allows for personalized instruction based on each student's academic performance and growth.

• Integration of Technology: The school uses data management systems that integrate assessment data with instructional planning tools. These systems help teachers easily access and analyze data, make informed decisions, and track the effectiveness of their instructional strategies.

Support for Struggling Students:

• Intervention Programs: Based on assessment data, the school implements targeted intervention programs for students who are struggling academically. These interventions are data-driven, with regular progress monitoring to ensure that students receive the support they need to succeed.

• RTI and MTSS Frameworks: The school uses Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) frameworks to provide tiered support based on data. These frameworks help identify students at risk, provide early intervention, and adjust instruction based on continuous data analysis.

4. Evaluation and Continuous Improvement

• Ongoing Evaluation of PD Programs: The effectiveness of professional development programs is regularly evaluated through teacher feedback, student performance data, and classroom observations. This ensures that PD activities are aligned with teachers' needs and result in improved instructional practices.

• Adaptation Based on Feedback: The school is committed to adapting its professional development and recruitment strategies based on feedback from teachers, paraprofessionals, and other school personnel. Continuous improvement processes ensure that the school's efforts are responsive to the changing needs of the educational environment.

By implementing these comprehensive professional learning activities and support systems, the

school ensures that teachers and paraprofessionals are well-equipped to use data effectively, improve instruction, and meet the diverse needs of their students. Additionally, the school's targeted recruitment and retention strategies help build and maintain a high-quality teaching staff, particularly in high-need subject areas, ultimately leading to better student outcomes.

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

To ensure a smooth transition for preschool children from early childhood education programs to local elementary school programs, the school employs a variety of strategies designed to address the developmental, social, and academic needs of young learners. These strategies focus on building a strong foundation for success in elementary school while fostering a sense of comfort and familiarity with the new environment. Here's how the school implements these strategies:

1. Collaboration with Early Childhood Education Programs

• Partnerships with Local Preschools: The school establishes strong partnerships with local early childhood education providers, including Head Start programs, private preschools, and community-based child care centers. These partnerships facilitate the sharing of information about incoming students, allowing the school to better understand the individual needs and backgrounds of each child.

• Joint Professional Development: Teachers from both the preschool programs and the elementary school participate in joint professional development sessions focused on early childhood education practices. This collaboration ensures that there is a continuity of educational approaches and that elementary teachers are well-prepared to meet the developmental needs of incoming kindergarteners.

2. Transition Activities and Orientation Programs

• Kindergarten Orientation: Before the school year begins, the school organizes a kindergarten orientation program for preschool children and their families. During this event, children and parents visit the kindergarten classrooms, meet the teachers, and participate in activities that simulate a typical day in kindergarten. This helps children become familiar with the new environment and reduces anxiety about the transition.

• Transition Days: The school may organize transition days where preschool children spend a few hours in a kindergarten classroom, participating in activities alongside current kindergarten students. This experience gives children a firsthand understanding of what to expect in elementary school and helps them adjust to the new setting.

• Welcome Packets: Families receive welcome packets that include information about the kindergarten curriculum, daily schedules, school routines, and tips for preparing children for the transition. These packets also provide resources for parents to help their children develop the skills needed for a successful start in kindergarten, such as early literacy and numeracy activities.

3. Curriculum Alignment and Continuity

• Aligned Curriculum: The school works to align the preschool curriculum with the kindergarten curriculum, ensuring continuity in learning experiences. This alignment helps children build on the skills they developed in preschool and provides a smooth progression in their education. For example, if preschool children have been learning foundational literacy skills, the kindergarten curriculum will reinforce and expand on these skills.

• Focus on Developmental Readiness: The school emphasizes a curriculum that is developmentally appropriate, recognizing that young children need time to adjust to the structure and expectations of elementary school. Activities in the first weeks of kindergarten are designed to be playful and engaging, helping children transition from a less formal preschool environment to the more structured setting of elementary school.

4. Individualized Support and Early Intervention

• Screening and Assessment: Before the school year begins, the school conducts screening assessments to identify the developmental and academic levels of incoming kindergarten students. These assessments help teachers understand each child's strengths and areas of need, allowing for individualized support from the start.

• Targeted Interventions: For children identified as needing additional support, the school provides targeted interventions in areas such as language development, social skills, and early literacy. These interventions may include small group instruction, one-on-one support, or additional resources for parents to use at home.

5. Parental Engagement and Support

• Parent Workshops: The school offers workshops for parents of preschool children, focusing on strategies to support their child's transition to kindergarten. Topics may include establishing routines, promoting independence, and encouraging early literacy and numeracy skills at home.

• Home Visits: In some cases, the school may offer home visits by kindergarten teachers or support staff. These visits allow the school to build relationships with families, provide personalized support, and address any concerns parents may have about the transition process.

• Ongoing Communication: The school maintains regular communication with parents throughout the transition process. Teachers provide updates on their child's progress, share information about what to expect in kindergarten, and offer tips for supporting learning at home.

6. Social-Emotional Support

• Focus on Social-Emotional Learning (SEL): Recognizing the importance of social-emotional development during this transition, the school incorporates SEL activities into the kindergarten curriculum. These activities help children develop the skills they need to navigate the new social environment of elementary school, such as making friends, following rules, and managing emotions.

• Buddy System: The school may implement a buddy system, pairing preschool children with older students who can help them navigate their new environment. This peer support can ease the transition by providing younger children with a familiar face and a source of comfort.

7. Continuous Monitoring and Feedback

• Ongoing Assessment: Throughout the first few months of kindergarten, teachers continuously assess students' progress and adjust instruction as needed. This monitoring ensures that any challenges are addressed early, and that children receive the support they need to thrive.

• Feedback Loop: The school solicits feedback from parents, preschool teachers, and kindergarten teachers about the transition process. This feedback is used to refine and improve transition strategies for future cohorts of students. By implementing these comprehensive strategies, the school ensures that preschool children experience a smooth and supportive transition to elementary school.

This approach helps children build the confidence, skills, and relationships they need to succeed in kindergarten and beyond, laying a strong foundation for their future academic and social development.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The process to review the use of resources to meet the identified needs of students was a systematic and collaborative approach that ensured resources—whether financial, human, or material—were effectively allocated to support student learning and development. Here's how the process typically worked:

1. Needs Assessment

• Data Collection and Analysis: The process began with a comprehensive needs assessment, where the school collected and analyzed data related to student performance, behavior, attendance, and other relevant indicators. This data was gathered from various sources, including standardized test scores, formative assessments, student and teacher surveys, and observational data.

• Identifying Gaps: Based on the data analysis, the school identified gaps in student achievement, behavior, or other areas of concern. These gaps helped to pinpoint where resources were most needed, whether for academic support, social-emotional development, or other critical areas.

2. Resource Inventory and Evaluation

• Inventory of Current Resources: The school conducted an inventory of all available resources, including funding, instructional materials, technology, staff expertise, and community partnerships. This inventory helped the school understand what resources were currently in place and how they were being utilized.

• Evaluation of Resource Effectiveness: The school evaluated the effectiveness of current resources by examining their impact on student outcomes. For example, the effectiveness of a reading intervention program was assessed by tracking improvements in student literacy scores. This evaluation includes gathering feedback from teachers, students, and parents about the utility and impact of resources.

3. Prioritization of Needs

• Stakeholder Involvement: The school involved key stakeholders, including teachers, administrators, parents, and community members, in the process of prioritizing identified needs. This collaborative approach ensured that the voices of those directly impacted by resource allocation were heard and considered.

• Setting Priorities: Based on the needs assessment and stakeholder input, the school prioritized the most critical needs that needed to be addressed. Prioritization was based on factors such as the severity of the gap, the number of students affected, and the potential for improving student outcomes with targeted resources.

4. Resource Allocation

• Strategic Planning: The school developed a strategic plan for resource allocation that aligned with the identified priorities. This plan detailed how resources would be distributed across different programs, initiatives, and student populations to address the most pressing needs.

• Budget Alignment: The school's budget was aligned with the strategic plan, ensuring that financial resources were allocated to support the prioritized needs. This involved reallocating funds from less effective programs to those that had a proven impact on student achievement.

5. Implementation and Monitoring

• Deployment of Resources: Once resources were allocated, the school implemented the planned initiatives and programs. This included purchasing materials, deploying staff, and launching new programs or interventions.

• Ongoing Monitoring: The school monitored the implementation of resources through regular check-ins, data collection, and progress reports. This monitoring allowed the school to track whether the resources were being used as intended and whether they were making a positive impact on the identified needs.

6. Continuous Improvement and Feedback

• Evaluation of Outcomes: After a period of implementation, the school evaluated the outcomes of the resource allocation. This evaluation focused on whether the resources had effectively addressed the identified needs and improved student outcomes.

• Feedback Loop: Feedback was solicited from all stakeholders, including teachers, students, parents, and community partners, to assess the success of the resource allocation. This feedback was critical for understanding the real-world impact of the resources and identifying any areas for improvement.

• Adjustments and Refinement: Based on the evaluation and feedback, the school made adjustments to its resource allocation as needed. This involved shifting resources to different areas, scaling successful programs, or discontinuing initiatives that did not yield the desired results.

7. Reporting and Accountability

• Transparency in Reporting: The school maintained transparency in how resources were used by regularly reporting to the school community and district officials. These reports included detailed accounts of how resources were allocated, the outcomes achieved, and any changes made based on ongoing assessments.

• Accountability Measures: The school established accountability measures to ensure that resources were used efficiently and effectively. This included regular audits, performance reviews, and progress tracking to hold staff and programs accountable for their impact on student outcomes.

By following this structured process, the school ensured that resources were allocated in a way that directly supported the identified needs of students, leading to more effective interventions, improved student performance, and better overall outcomes. The continuous review and adjustment of resource use also helped the school to adapt to changing needs and priorities, ensuring that all students had access to the support they needed to succeed.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

To address the identified needs of students, the school follows a systematic process that involves identifying specific resources, providing a rationale based on data, and developing a detailed plan with a timeline. Here's how this process is structured:

1. Identification of Specific Resources
• Resource Selection: Based on the identified needs, the school selects specific resources that are most appropriate to address these needs. These resources may include:

• Instructional Materials: Textbooks, digital tools, and curriculum supplements that align with the areas

where students need the most support.

• Personnel: Hiring additional teachers, instructional aides, or specialists (such as reading or math interventionists) to provide targeted support.

• Technology: Educational software, online platforms, and devices (like tablets or laptops) that facilitate personalized learning and data-driven instruction.

• Professional Development: Training and workshops for teachers and staff to enhance their instructional skills, particularly in high-need areas like differentiated instruction or data analysis.

• Student Support Services: Counseling, tutoring, and mentoring programs aimed at addressing academic, social, or emotional challenges.

2. Rationale Based on Data
Data-Driven Decision Making: The rationale for selecting specific resources is grounded in data collected from various sources. This data might include:

• Student Performance Data: Standardized test scores, classroom assessments, and progress monitoring results that highlight specific academic gaps.

• Behavioral Data: Records of student behavior incidents, attendance rates, and social-emotional assessments that indicate areas needing additional support.

• Feedback from Stakeholders: Input from teachers, parents, and students about perceived challenges and areas where additional resources could make a significant impact.

• Example: If data indicates that a significant percentage of students are struggling with reading comprehension, the rationale for selecting a specific reading intervention program would be to target these identified weaknesses and improve literacy outcomes.

3. Plan to Address Needs (Including Timeline)

• Detailed Action Plan: The school develops a comprehensive plan to implement the identified resources. This plan includes:

• Specific Actions: Clearly defined steps for how the resources will be used. For example, if the need is to improve math skills, the plan might involve scheduling additional math instruction sessions,

integrating new math software into the curriculum, and providing professional development for teachers on the software's use.

• Roles and Responsibilities: Designation of who will be responsible for each part of the plan, such as teachers, instructional coaches, or administrators.

• Implementation Timeline: A timeline is established that outlines when each step of the plan will be carried out. This timeline includes key milestones, such as the procurement of resources, the start of new instructional practices, and periodic check-ins to monitor progress.

Example Timeline:

• Month 1: Conduct a needs assessment and identify gaps in student performance.

• Month 2: Select and purchase reading intervention materials based on identified needs.

• Month 3: Provide professional development for teachers on the new reading intervention program.

• Month 4: Begin implementation of the reading intervention program in classrooms.

• Months 5-6: Monitor progress through regular assessments and adjust instruction as needed.

• End of School Year: Evaluate the impact of the intervention on student reading scores and determine next steps.

4. Monitoring and Evaluation

• Ongoing Monitoring: The school establishes a system for ongoing monitoring to ensure that the resources are being effectively utilized and that they are having the desired impact on student outcomes. This includes regular data collection, classroom observations, and feedback from stakeholders.

• Mid-Year Review: At the midpoint of the implementation timeline, the school conducts a formal review to assess progress. This review helps to identify any challenges or areas where adjustments are needed.

• End-of-Year Evaluation: At the end of the school year, a comprehensive evaluation is conducted to determine the overall effectiveness of the resources in meeting the identified needs. This evaluation

informs decisions about whether to continue, expand, or modify the resource allocation for the following year.

5. Communication with Stakeholders
• Regular Updates: The school keeps all stakeholders informed throughout the process, providing regular updates on the implementation progress, the effectiveness of the resources, and any adjustments that are being made. This transparency helps build trust and ensures that everyone is aligned with the school's goals.

By following this structured process, the school ensures that the specific resources chosen are directly aligned with the needs of the students, that the rationale for their selection is data-driven, and that there is a clear and actionable plan in place to address those needs within a specified timeline. This approach maximizes the impact of resources and helps to achieve significant improvements in student outcomes.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00