HAVANA MAGNET SCHOOL

2024-25 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 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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 oppoortunity 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

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

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
Sandra Riggins

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
Deborah Dickey

Position Title
Assisitant 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

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
Jada Brannon

Position Title
1st Grade Teacher

Job Duties and Responsibilities

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consistency in teaching practices across the grade level.

Leadership Team Member #6

Employee's Name
Karen Weaver

Position Title
2nd Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #7

Employee's Name
Nave' Vickers

Position Title
3rd Teacher

Job Duties and Responsibilities

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Leadership Team Member #8

Employee's Name
Ashlee Uchebo

Position Title
3rd Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #9

Employee's Name
Meishikia Pringle

Position Title
4th Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #10

Employee's Name
Timuna Mattis

Position Title
5th Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #11

Employee's Name
Sabrina Allen

Position Title
6th Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #12

Employee's Name
Keshandra Highman

Position Title
7th Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #13

Employee's Name
Tanya Jones Wilborn

Position Title
8th Grade Teacher

Job Duties and Responsibilities

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Leadership Team Member #14

Employee's Name
Marshall Williams

Position Title
ESE Resource Teacher

Job Duties and Responsibilities

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Leadership Team Member #15

Employee's Name
Rebecca Horn

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, and ensuring 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 #16

Employee's Name
Gloria Fuller

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.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. *(ESEA 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) will be a collaborative effort involving the school principal, assistant principals, instructional coach, team leaders, parents, and Student Government officers, as well as community school partners who will also participate on this team. To ensure that the SIP reflects the needs and priorities of the school community, data from year-end surveys completed by parents, teachers, and students will be used to inform the goal-setting process. Regular meetings will be scheduled and included on the school calendar, with invitations sent out at least seven days in advance to ensure ample preparation time.

Family and stakeholder engagement is essential for the success of a schoolwide program. A diverse group of family and parent leaders, including those representing English language learners, will contribute to the development of the schoolwide plan. These leaders will help by offering or connecting other families to training opportunities that aim to enhance the instructional program and improve the academic achievement of all students. The school will adjust the schoolwide plan as needed, based on the valuable input provided by these families and parents.

Havana Magnet School (HMS) strongly believes that parental involvement is crucial in making decisions related to Title I programs. The School Advisory Council (SAC) plays a key role in developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. HMS is committed to ensuring that parents are systematically and consistently involved through various communication channels, such as:

- Home-to-school and school-to-home communication in multiple languages
- Flyers and newsletters
- HMS Parent and Guardian Remind messages
- The school website, email, and social media posts
- Platforms like Class Dojo, Clever, Classroom Remind, and Focus

Parents and families have an active role in the planning, review, and improvement of Title I programs. This includes participating in decision-making processes regarding the allocation of Title I funds. Parents can get involved by:

- Attending School Advisory Council (SAC) meetings, Parent Expo meetings, and the Annual Title I Meeting

- Participating in capacity-building activities for parent and family engagement
- Reviewing academic data and progress monitoring assessments, as well as the previous year's Parent and Family Engagement Plan

Additionally, parents and families can share their insights by completing surveys. Community members are also encouraged to visit the school to explore how they can contribute. Our community partners offer their support by providing services and supplies that benefit our students.

This collaborative approach ensures that the SIP and Title I programs are not only reflective of the needs of the school community but are also continuously improved through active and meaningful engagement from parents, families, and community members.

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. *(ESEA 1114(b)(3))*

Havana Magnet School (HMS) is committed to actively involving parents in the review process of the Schoolwide Improvement Plan (SIP). To ensure transparency and accessibility, HMS will make the SIP available to parents by posting it on the school's website and Facebook page, as well as displaying it in the front lobby of the school. This allows parents to easily access and review the plan, providing them with the opportunity to understand the school's goals and strategies for improvement.

To continuously assess and enhance instructional practices, HMS regularly reviews student

performance data to identify areas of strength and weakness. The data used in this review process comes from various assessments, including STAR Early Literacy, STAR Reading, STAR Math, FAST ELA, FAST Math, and Science assessments. Teachers meet on a weekly basis to disaggregate this data, focusing on student performance in reading, math, and science (when applicable). This data-driven approach allows teachers to pinpoint specific areas where students may be struggling and make necessary instructional adjustments to address these challenges.

Furthermore, after each progress monitoring (PM) test, the data is reviewed immediately to make timely decisions about instruction. The district also plays a role in supporting this process by monitoring student progress on a monthly basis. This frequent and thorough review of data ensures that HMS can make informed decisions not only about instructional practices but also about staffing adjustments if needed, to better support student achievement.

Through these efforts, HMS ensures that instructional strategies are continuously refined to meet the needs of students, while also keeping parents informed and involved in the ongoing process of school improvement.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**95.7%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: C** **2022-23: C*** **2021-22: D** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
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	0	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	0	0	0	0					0

Current Year 2024-25

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	8	19	23	29	28	18	28	14	13	180

Current Year 2024-25

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	10	7	0	1	2	0	26
Students retained two or more times		0	0	0	3	5	2	3	1	1	15

Prior Year (2023-24) 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	20	22	25	12	20	10	14	9	15	147
One or more suspensions	9	5	2	6	14	19	24	23	19	121
Course failure in ELA	4	5	2	6	14	19	24	23	19	116
Course failure in Math	7	2	15	7	3	19	7	6	5	71
Level 1 on statewide ELA assessment				31	20	18	23	25	13	130
Level 1 on statewide Math assessment				11	22	26	29	15	11	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			2	27						29

Prior Year (2023-24) 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	6	14	20	28	26	31	26	18	177

Prior Year (2023-24) 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	4		4	11	1	6	2	1	3	32
Students retained two or more times				2	2	1	1	4	2	12

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

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	39	32	58	30	32	53	28	33	55
ELA Grade 3 Achievement **	30	45	59	25	47	56			
ELA Learning Gains	61	46	59						37
ELA Learning Gains Lowest 25%	62	49	54						31
Math Achievement *	45	37	59	37	33	55	39	39	42
Math Learning Gains	62	50	61						39
Math Learning Gains Lowest 25%	62	55	56						45
Science Achievement *	23	21	54	23	20	52	35	33	54
Social Studies Achievement *	65	45	72	26	38	68	46	43	59
Graduation Rate		63	71		70	74		27	50
Middle School Acceleration	34	48	71	65	56	70	55	46	51
College and Career Readiness		89	54		69	53		58	70
ELP Progress	64	57	59	36	50	55	60	59	70

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	547
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
50%	36%	41%	41%		62%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	30%	Yes	3	2
English Language Learners	52%	No		
Black/African American Students	46%	No		
Hispanic Students	55%	No		
White Students	47%	No		
Economically Disadvantaged Students	49%	No		
	2022-23 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	21%	Yes	2	1

2022-23 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%
English Language Learners	36%	Yes	2	
Black/African American Students	30%	Yes	2	1
Hispanic Students	42%	No		
White Students	26%	Yes	1	1
Economically Disadvantaged Students	36%	Yes	2	

2021-22 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	33%	Yes	1	
English Language Learners	38%	Yes	1	
Native American Students				

2021-22 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%**
Asian Students				
Black/African American Students	34%	Yes	1	
Hispanic Students	42%	No		
Multiracial Students				
Pacific Islander Students				
White Students	49%	No		
Economically Disadvantaged Students	38%	Yes	1	

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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	28%		37%	31%	35%	39%	45%	35%	46%	55%			60%
English Language Learners	18%		40%		41%	24%		42%					60%
Students With Disabilities	21%		32%	30%	26%	41%	47%	33%					
Native American Students													
Asian Students													
Black/African American Students	27%		35%	31%	29%	37%	38%	26%	45%	40%			
Hispanic Students	30%		38%		46%	40%		55%					
Multiracial Students													
Pacific Islander Students													
White Students	39%		45%		58%	53%							
Economically Disadvantaged Students	27%		36%	32%	35%	38%	44%	35%	42%	57%			

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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	30%	37%	-7%	55%	-25%
Ela	4	33%	28%	5%	53%	-20%
Ela	5	27%	22%	5%	55%	-28%
Ela	6	48%	27%	21%	54%	-6%
Ela	7	55%	31%	24%	50%	5%
Ela	8	43%	33%	10%	51%	-8%
Math	3	28%	46%	-18%	60%	-32%
Math	4	43%	33%	10%	58%	-15%
Math	5	35%	28%	7%	56%	-21%
Math	6	52%	28%	24%	56%	-4%
Math	7	67%	40%	27%	47%	20%
Math	8	33%	40%	-7%	54%	-21%
Science	5	21%	16%	5%	53%	-32%
Civics		67%	46%	21%	67%	0%
Biology		24%	41%	-17%	67%	-43%
Algebra		81%	26%	55%	50%	31%
Science	8	*data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 significant improvements in Algebra 1 End-of-Course (EOC) exams and Civics can be attributed to a combination of strategic instructional practices, effective use of data, and targeted support for students. The factors contributing to this success are multi-faceted and highlight the importance of a well-rounded approach to teaching and learning.

1. Regular Data Chats:

- **Explanation:** Regular data chats between teachers, students, and administrators provided continuous feedback on student performance. These conversations allowed for timely identification of areas where students were struggling, leading to immediate instructional adjustments. This ongoing dialogue ensured that instruction remained responsive to student needs, which is crucial for improving outcomes in high-stakes subjects like Algebra 1 and Civics.

2. Use of Spiral Review:

- **Explanation:** Spiral review involved regularly revisiting previously taught concepts to reinforce learning and ensure retention. This strategy helped students retain critical knowledge over time, which is particularly important for cumulative subjects like math and Civics, where earlier concepts often serve as the foundation for more advanced topics.

3. Exit Tickets:

- **Explanation:** Exit tickets were used as a quick formative assessment tool at the end of lessons to gauge student understanding of the day's content. This immediate feedback allowed teachers to identify misconceptions and gaps in knowledge, which could be addressed in subsequent lessons. This strategy ensured that students were continually building on a solid understanding of the material.

4. Teacher Retention:

- **Explanation:** High teacher retention rates contributed to consistency in instruction and the development of strong teacher-student relationships. Experienced teachers, who were familiar with the curriculum and effective teaching strategies, were able to deliver high-quality instruction and mentor less experienced colleagues. This stability is critical for maintaining and improving student achievement.

5. Collaborative Planning in Content Areas:

- **Explanation:** Collaborative planning sessions within content areas allowed teachers to share best practices, align their instruction to standards, and develop cohesive lesson plans. These sessions, often conducted during Professional Learning Communities (PLCs), facilitated the exchange of ideas and strategies that directly impacted student learning.

6. Tracking Data/Data Analysis:

- **Explanation:** Regular tracking of student data and thorough data analysis enabled teachers to identify trends and patterns in student performance. This data-driven approach allowed for targeted interventions, ensuring that instruction was tailored to meet the specific needs of students, particularly those at risk of falling behind.

7. Targeted Instruction:

- **Explanation:** Targeted instruction involved differentiating lessons based on student data to address individual learning needs. This approach was especially effective for students who needed additional support in mastering key concepts, contributing to the overall improvement in proficiency rates for Algebra 1 and Civics.

8. Using Data to Drive Instruction:

- **Explanation:** Data-driven instruction allowed teachers to make informed decisions about how to adjust their teaching methods to better meet the needs of their students. By continuously analyzing student performance data, teachers were able to implement strategies that directly addressed areas of weakness, leading to improved outcomes.

9. Regular Progress Monitoring/Data Chats with Students:

- **Explanation:** Regular progress monitoring and data chats with students helped keep them aware of their own learning progress. This process empowered students to take ownership of their learning and motivated them to improve, as they could see the direct impact of their efforts.

10. Block Scheduling for Middle School:

- **Explanation:** The use of block scheduling provided extended periods for instruction, allowing for deeper exploration of content and more time for practice and reinforcement. This structure was particularly beneficial in subjects like Algebra 1 and Civics, where students often need additional time to fully grasp complex concepts.

Additional Contributing Factors:

- **Experienced Teachers and Collaboration:** The presence of experienced teachers who demonstrated effective teaching practices and collaborated during PLCs significantly contributed to student success. Their ability to share best practices and analyze data led to more effective instructional strategies.
- **Targeted Small Group Instruction:** The provision of small group instruction, particularly for struggling students, ensured that those who needed the most help received focused, personalized support. This targeted approach, supported by both classroom teachers and additional staff, addressed specific student weaknesses and reinforced essential content.

- **Utilization of Human Resources:** The strategic use of human resources, such as Assistant Principals and ETO staff, to provide in-class and pull-out support for targeted students was crucial. These efforts ensured that students identified for learning gains received the additional help they needed to succeed.
- **Exposure to Test-Like Items:** Regular exposure to test-like items during daily instruction helped students become familiar with the format and expectations of standardized assessments. This practice reduced test anxiety and better prepared students for the actual exams.

Action Steps and Evidence-Based Interventions:

- **Continued Use of Data-Driven Instruction:** Teachers will continue to use student performance data to inform instructional decisions, ensuring that lessons are tailored to meet individual student needs.
- **Expansion of Collaborative Planning:** PLCs will remain a key component of the school's strategy, with a focus on sharing best practices, aligning instruction to benchmarks, and continuous data analysis.
- **Increase in Targeted Small Group Instruction:** The school will maintain and expand its targeted small group instruction, providing additional support for students who are identified as needing further assistance.

Monitoring and Measurable Outcomes:

- **Ongoing Data Analysis:** Student performance data will be continuously analyzed to track progress and make necessary instructional adjustments. Regular progress monitoring will be conducted, with a focus on maintaining or increasing proficiency rates.
- **Targeted Teacher Support:** Teachers will receive ongoing support through observations, coaching, and professional development to ensure that they are equipped to implement effective instructional strategies.

Conclusion:

The improvement in Algebra 1 and Civics proficiency rates was the result of a comprehensive, data-driven approach to instruction, supported by experienced teachers, effective collaboration, targeted small group instruction, and strategic use of resources. By continuing to implement and refine these strategies, the school aims to sustain and further improve student achievement in these critical areas.

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. Math proficiency has also declined from 69% in 2018 and 2019 to 45% in 2024. 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.

2. **Decline in Math Achievement:**
   - **Explanation:** Math proficiency has also seen a significant decline, with scores dropping from 69% in 2018 and 2019 to 45% in 2024. This decline indicates a need for stronger math instruction and targeted support for students struggling with math concepts.

3. **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.

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

4. **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 40% by the end of the 2024-2025 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 55% by the end of the 2024-2025 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 2024-2025 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 20% by the end of the 2024-2025 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) from 2021 to 2024 shows a concerning trend in Science proficiency, with only 32% of students achieving proficiency in 2021-2022, and a decline to 23% in both 2022-2023 and 2023-2024. This consistent underperformance indicates several underlying issues that need to be addressed to improve student outcomes.

Contributing Factors to Low Science Proficiency:

1. **Lack of Prior Knowledge:**
   - **Explanation:** Students enter Science classes with insufficient background knowledge, which is essential for understanding more complex scientific concepts. This lack of foundational knowledge hinders their ability to grasp new content, leading to lower proficiency scores. Addressing this gap requires early intervention and a stronger emphasis on building foundational science knowledge in earlier grades.

2. **Vocabulary and Reading Comprehension Skills:**
   - **Explanation:** Science requires a strong grasp of subject-specific vocabulary and the ability to comprehend complex texts. The data suggests that students at HMS are struggling in these areas, which directly impacts their ability to understand and answer questions on the state assessments. Improving vocabulary and reading comprehension, particularly in scientific contexts, is critical to enhancing student performance.

3. **Teacher Capacity:**
   - **Explanation:** The effectiveness of science instruction is closely tied to teacher capacity—meaning their knowledge, skills, and ability to deliver rigorous, standards-based instruction. The data indicates that there may be gaps in teacher preparation or professional development that are affecting the quality of science instruction. Strengthening teacher capacity through targeted professional development, coaching, and support is essential for improving student outcomes in Science.

Challenges in Social Studies and Key Subgroups:

1. **Performance in Social Studies:**
   - **Explanation:** Although the data provided focuses on Science, it is noted that similar challenges are present in Social Studies. The lack of prior knowledge, vocabulary, and reading comprehension skills, along with inadequate teacher capacity, also contribute to students' struggles in this area. Addressing these issues in Science can have a positive impact on Social Studies performance as well, given the overlap in skills required for both subjects.

2. **Need for Emphasis on Data Disaggregation:**
   - **Explanation:** HMS state assessment data highlights the need for a focused approach

on disaggregating data for key subgroups, including English Language Learners (ELL), African American students, Economically Disadvantaged students, and Students with Disabilities. These subgroups have been identified as underperforming, and several factors contribute to their low performance:

- **Not Teaching to the Rigor of the Standard:** Instruction that does not fully meet the required rigor of state standards fails to challenge students appropriately, leading to gaps in learning and lower assessment scores.
- **Struggles with Foundational Skills:** Many students within these subgroups struggle with foundational skills, which are essential for comprehension and overall academic success. Without a strong foundation, students find it difficult to engage with more advanced content.
- **Partial Implementation of Reading Interventions:** Incomplete or inconsistent implementation of structured reading intervention programs has left gaps in support for students who need it most. Ensuring full and consistent implementation of these programs is crucial for addressing these learning gaps.

Action Steps for Improvement:

1. **Enhancing Teacher Capacity:**
   - **Action Step:** Provide ongoing professional development focused on science instruction, vocabulary development, and reading comprehension strategies. Include training on the use of data to inform instruction and ensure alignment with state standards.
   - **Monitoring:** Regular observations and feedback sessions, as well as data analysis, will be used to monitor the effectiveness of these professional development initiatives.
2. **Strengthening Vocabulary and Reading Comprehension:**
   - **Action Step:** Implement a school-wide initiative to improve vocabulary and reading comprehension skills, particularly in the context of Science and Social Studies. This may include the use of specific reading strategies, vocabulary instruction, and increased exposure to complex texts.
   - **Monitoring:** Track student progress in vocabulary and reading comprehension through formative assessments and adjust instruction as needed.
3. **Focused Support for Key Subgroups:**
   - **Action Step:** Disaggregate data for ELL students, African American students, Economically Disadvantaged students, and Students with Disabilities to identify specific areas of need. Provide targeted interventions, such as additional instructional support, tutoring, and structured reading programs, tailored to the needs of these subgroups.
   - **Monitoring:** Regularly review data for these subgroups to assess the effectiveness of interventions and make necessary adjustments.
4. **Ensuring Rigorous, Standards-Based Instruction:**

- **Action Step:** Ensure that instruction is aligned with state standards and delivered at the appropriate level of rigor. This can be achieved through collaborative planning, instructional coaching, and the use of high-quality instructional materials.
- **Monitoring:** Conduct regular classroom walkthroughs and review lesson plans to ensure alignment with standards and instructional rigor.

Conclusion:

The decline in Science proficiency at HMS, coupled with challenges in Social Studies and underperformance among key subgroups, highlights the need for a strategic and targeted approach to improvement. By enhancing teacher capacity, strengthening foundational skills, and providing focused support for underperforming subgroups, HMS can begin to address these challenges and improve student outcomes across the board. Continuous monitoring and data analysis will be critical in ensuring the effectiveness of these interventions and making data-driven decisions to support student achievement.

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 is a major issue at our school. Last year, a significant percentage of students in grades PreK-8 were classified as "chronically absent," meaning they missed at least 18 days of school. This high level of absenteeism has a negative effect on student learning, as each day of missed instruction further exacerbates the educational gaps for students who are already struggling.

After analyzing the Early Warning System (EWS) data from Part I, two key areas of concern have been identified: the high rate of chronic absenteeism and the large percentage of students facing difficulties in key academic subjects. Tackling these challenges will be essential for enhancing overall student achievement and improving educational outcomes

Highest Priorities

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

To ensure the sustainability of improvements at HMS, the focus will be on continuously developing teachers' skills in their respective content areas, which will enhance their knowledge base and instructional effectiveness. Professional Development (PD) will be tailored to address identified areas of need, ensuring that teachers receive the necessary support to excel in their roles. Additionally, students will be offered multiple opportunities for remediation and enrichment as needed, with targeted instruction provided through small groups and intervention programs.

To sustain these improvements, HMS plans to implement several key tools and practices, including process control boards, performance boards, standard work, and improvement huddles. These tools are designed to promote a culture of continuous improvement and ensure that successful strategies are consistently applied across the school.

Explanation of Key Tools and Practices:

1. **Process Control and Performance Boards:**
   - **Explanation:** These boards serve as visual management tools to communicate improvement results and performance metrics to staff and leadership. They help ensure transparency and keep everyone informed about the progress being made towards school improvement goals.

2. **Standard Work:**
   - **Explanation:** Standard work refers to documented best practices for specific tasks, providing a clear framework to ensure that effective practices are consistently applied. By having a standardized approach, HMS can maintain the quality of instruction and other processes, ensuring that improvements are sustained over time.

3. **Improvement Huddles:**
   - **Explanation:** Improvement huddles are brief, frequent meetings where staff members come together to review performance, discuss quality improvement projects, and plan forward. These huddles encourage a culture of continuous improvement by allowing staff to regularly assess what's working, address challenges, and brainstorm solutions.

Agenda for Improvement Huddles:

The agenda for these huddles is designed to be concise yet comprehensive, ensuring that key topics are addressed efficiently:

1. **Review Monthly or Quarterly Performance (1-2 minutes):**
   - **Explanation:** A quick review of long-term performance data helps the team stay focused on overarching goals and track progress over time.

2. **Review Daily or Weekly Performance (1-2 minutes):**

- **Explanation:** This allows for the monitoring of short-term progress and the ability to make timely adjustments to strategies as needed.

3. **Review Current Quality Improvement Projects and PDSA Cycles (1-2 minutes):**
   - **Explanation:** Discussing ongoing improvement initiatives and their progress ensures that projects stay on track and that any necessary modifications are made promptly.

4. **Discuss Reasons for High or Low Performance (2 minutes):**
   - **Explanation:** Understanding the factors contributing to performance levels helps in identifying strengths to build on and areas that need attention.

5. **Brainstorm Change Ideas to Sustain High Performance or Address Low Performance (2 minutes):**
   - **Explanation:** Collaborative brainstorming sessions enable the team to generate innovative solutions to sustain successes and overcome challenges.

6. **Assign Responsibility for New Improvement Projects (1-2 minutes):**
   - **Explanation:** Clearly assigning tasks and responsibilities ensures that everyone knows their role in implementing new initiatives, including securing support from senior leadership to remove any barriers.

Targeted Improvement Goals:

1. **Increase ELA Proficiency by 10% in All Grades:**
   - **Explanation:** This goal aims to significantly boost student performance in English Language Arts, ensuring that more students reach or exceed proficiency levels.

2. **Increase Math Proficiency by 10% in All Grades:**
   - **Explanation:** A similar goal is set for Math, recognizing the need to enhance students' math skills across all grade levels.

3. **Increase Science Proficiency to 41% in 5th Grade, 8th Grade, and Biology:**
   - **Explanation:** This specific target addresses the need to improve Science outcomes, with a clear proficiency goal for key grades and subjects.

4. **Increase Learning Gains in ELA and Math by 10%:**
   - **Explanation:** This goal focuses on not just proficiency, but also on the growth students make in ELA and Math, ensuring that all students, including those who are struggling, make significant progress.

5. **Decrease the Number of Chronically Absent Students by 25%:**
   - **Explanation:** Recognizing the impact of attendance on academic success, this goal aims to reduce chronic absenteeism, thereby increasing students' access to instruction and learning opportunities.

6. **Decrease the Number of Teacher Absences by 20%:**
   - **Explanation:** Teacher presence is crucial for consistency in instruction and student learning. Reducing teacher absences will help maintain continuity and support a stable learning environment.

Conclusion:

By focusing on sustainable practices and setting clear, measurable goals, HMS is committed to improving student outcomes and overall school performance. The use of process control boards, performance boards, standard work, and improvement huddles will help embed a culture of continuous improvement within the school. Regular monitoring and targeted professional development will ensure that these initiatives are effectively implemented and that improvements are sustained over time.

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

Include a description of your Area of Focus, 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 goal is to give every student a demanding education that includes getting them ready for kindergarten, with a particular emphasis on literacy skills. We also address the division priority of making sure that students are prepared for college and the workforce. With rigorous standards-based instruction, we think that putting a strong emphasis on literacy skills and kindergarten readiness will help all of our students succeed.

FAST 2024 ELA Reading proficiency by grade levels are as follows:
Grade 3 - 36%, Grade 4 - 33%, Grade 5 - 27%, Grade 6 - 48%, Grade 7 - 55%, Grade 8 - 43%

FAST 2024 Mathematics proficiency by grade levels are as follows:
Grade 3 - 28%, Grade 4 - 43%, Grade 5 - 35%, Grade 6 - 52%, Grade 7 - 67%, Grade 8 - 33%

Our primary goal is to ensure that every student receives a challenging and comprehensive education, with a strong focus on preparing them for kindergarten, particularly in the area of literacy. This foundational literacy preparation is crucial, as it sets the stage for future academic success. In addition to kindergarten readiness, we are committed to aligning our instruction with rigorous, standards-based curricula that ensure students are not only meeting grade-level expectations but are also being prepared for college and the workforce.

Current proficiency levels in FAST 2024 ELA and Mathematics indicate areas where improvement is necessary, particularly in the lower grades where proficiency rates are significantly lower. To address these challenges, we must engage in thorough, benchmark-aligned planning and instructional delivery. Our approach will involve leveraging classroom walkthrough data and providing targeted coaching and support from school administrators and instructional coaches. This focused effort will ensure that standards are taught with the required level of rigor and that instructional methods are tailored to meet the diverse needs of all students, ultimately leading to improved student outcomes

across all grade levels.

SMART Goal:

By the end of the 2024-2025 school year, we will increase the percentage of students meeting or exceeding proficiency in ELA and Mathematics as measured by the FAST assessments by at least 10% across all grade levels. This will be achieved through rigorous, standards-based instruction with a particular emphasis on literacy and kindergarten readiness. Success will be supported by structured professional learning communities and comprehensive coaching to ensure that instruction is aligned with benchmarks and delivered with the necessary rigor. Progress will be monitored through quarterly data reviews and adjustments to instructional strategies as needed.

Classroom walkthrough data, and a lack of structures in professional learning communities/common planning point to the necessity for in-depth planning that concentrates on aligning education to benchmarks and clearly preparing the delivery methods of the benchmark aligned instruction. Comprehensive preparation will involve coaching at the school level from administrators and school coaches. This will guarantee that standards are taught at the degree of rigor required for each grade level and that instruction is tailored to ensure that all students achieve more.

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.

Our objectives are to maintain or raise our Algebra 1 achievement score by 5% and to achieve 59% competency for ELA, Math, Science, and Civics overall.

59% or more of students will be proficient in math and English by June 2025, according to data from the state's FAST, EOC Civics, EOC Biology, SSA Science, iReady Math, iReady Reading, and Achieve 3000 assessments. 59% of prekindergarten pupils or more will be prepared for kindergarten by June 2025.

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

Algebra 1 Achievement:

We aim to either maintain or increase our Algebra 1 achievement score by 5% by the end of the 2024-2025 academic year. This goal reflects our commitment to ensuring that students not only meet but exceed current proficiency levels in this foundational subject, which is critical for success in advanced mathematics and related fields.

Overall Competency in Core Subjects:

Our objective is to achieve a minimum of 59% proficiency across key academic areas—English Language Arts (ELA), Mathematics, Science, and Civics—by June 2025. This goal is set based on

data from a comprehensive set of assessments, including the state's FAST assessments, End-of-Course (EOC) exams in Civics and Biology, the Statewide Science Assessment (SSA), as well as iReady Math and Reading assessments, and Achieve 3000.

Proficiency by Subject Area:

- **Math and English Language Arts (ELA):**
  By June 2025, 59% or more of our students will demonstrate proficiency in both Math and English Language Arts, as measured by the state's FAST assessments, iReady assessments, and other relevant data sources. This objective underscores our commitment to foundational literacy and numeracy skills, which are critical for academic success across all grade levels.

- **Science and Civics:**
  In addition to our focus on Math and ELA, we are also committed to achieving 59% proficiency in Science and Civics, as indicated by the EOC Biology and Civics exams and the SSA Science assessment. Mastery in these subjects is essential for developing well-rounded students who are prepared to engage as informed citizens and pursue further studies in STEM fields.

Kindergarten Readiness:

We also have a specific focus on early childhood education, with the goal of ensuring that 59% or more of our prekindergarten pupils are adequately prepared for kindergarten by June 2025. This preparation will be assessed using the state's kindergarten readiness metrics, ensuring that our youngest learners have the foundational skills necessary for success as they begin their educational journey.

Strategic Approaches to Achieve These Goals:

To achieve these objectives, we will implement a multi-faceted strategy that includes:

- **Rigorous Standards-Based Instruction:**
  Ensuring that all instructional practices are aligned with state standards and delivered at the appropriate level of rigor across all grade levels and subject areas.

- **Data-Driven Decision Making:**
  Regularly analyzing student performance data from assessments like FAST, EOC, SSA, iReady, and Achieve 3000 to identify areas of strength and areas needing targeted intervention.

- **Professional Development:**
  Providing ongoing, targeted professional development for teachers and instructional staff, focusing on effective teaching strategies, data analysis, and instructional alignment with standards.

- **Early Intervention and Support:**
  Offering targeted interventions and support, particularly in early grades and for students identified as at-risk, to ensure that all students have the opportunity to meet and exceed proficiency standards.

Through these concerted efforts, we are committed to improving student outcomes and ensuring that our students are well-prepared for the challenges of the next academic year and beyond.

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.

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 SBT/BHP Process:**
The Student-Based Team (SBT) and Behavior Health Professional (BHP) 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:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The administrative team's plan is focused on building the capacity of content teachers to identify at-risk students, implement acceleration strategies, and effectively utilize resources such as REL Southwest, IES National Center for Education Evaluation and Regional Assistance, and progress monitoring tools. This approach includes providing a clear rationale and definitions, exploring practical strategies, applying these strategies in the classroom, facilitating peer observations, and ongoing progress monitoring. Additionally, we will continue to emphasize the use of a variety of close reading and writing strategies across all classrooms to deepen students' understanding of grade-level Reading Benchmarks as outlined in the B.E.S.T. Standards. Teachers will receive training on the importance of reading texts multiple times for comprehension, detail, analysis, and understanding the text's purpose. During weekly after-school faculty meetings, we will cover specific topics related to close reading and writing strategies, including: Selecting challenging texts for students. Reading the entire text for overall meaning. Chunking text to enhance understanding. Developing text-dependent questions. Encouraging rereading for deeper comprehension. Facilitating discussions about the text. Writing analytically about the text. After each session, grade groups will be assigned activities to apply the discussed strategies. Once these activities are completed, grade groups will integrate close reading strategies into their lesson studies. Teachers will then implement these strategies during instruction, particularly in reading comprehension lessons. Observations of close reading strategies will be conducted, and feedback will be provided using the FCRR Walkthrough tool. PLC

(Professional Learning Community) topics will delve deeper into close reading strategies as needed, and close reading will be a central focus of Literacy Leadership Team meetings. These strategies will also be observed during content area classes, ensuring that all teachers participate in close reading workshops, complete follow-up activities, and apply the strategies before, during, and after planning. The plan also includes: Professional Learning Communities (PLCs): Facilitating collaborative planning and strategic professional development, with a focus on data analysis to enhance standards-based instruction. Instructional Coaching: Providing job-embedded professional development through modeling and support. Tiered Support and Response to Interventions (RTI): Ensuring early identification of students with learning and behavior needs and offering interventions with increasing intensity to accelerate their learning progress.

Rationale:
Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement in literacy skills using data from assessments, writing prompts, and iReady. In addition, evidence of teacher implementation of literacy strategies and differentiated instruction will be collected using their lesson plans and classroom walk-throughs. Focused PLC -- what are we teaching, how are we teaching, how do we know if they learned it, what will we do if they didn't learn it. Adaptive technology allows students to learn at their level, filling in gaps, hitting standards, and enriching. With an ELL population of , we realize that students need scaffolds in all content utilizing ELL strategies. Instructional coaches will use student centered coaching with data based planning, pre-conferences, observations, post conferences, co-teaching, post-conference with data. The master schedule allows for grade level tiered support with an SBT/RtI Resource Teacher. This will be implemented schoolwide. Based on the reading proficiency across grade levels the impact is a part of what affect the proficiency levels in other areas. Reading is a skill that is needed in all content areas. The development of the reading content and staff/faculty B.E.S.T. benchmarks understanding, and instructional application will improve instruction delivery. This will serve to cross-pollinate the other content areas thus increasing engagement and understanding. Given the current reading proficiency levels across various grade levels, it is clear that literacy is a foundational skill that significantly impacts performance in all content areas. Reading is not only critical for English Language Arts but is also essential for understanding and engaging with content in subjects such as math, science, and social studies. By focusing on the development of reading skills and ensuring that staff and faculty have a deep understanding of the B.E.S.T. benchmarks, we can enhance instructional delivery across the board. This targeted improvement in reading instruction will positively influence other content areas, leading to increased student engagement, comprehension, and overall academic achievement. Administrators and resource personnel will systematically review student performance data to identify evidence of increased achievement in literacy skills. This will be accomplished by analyzing data from various assessments, writing prompts, and iReady diagnostics. Additionally, evidence of teachers' implementation of literacy strategies and differentiated instruction will be collected through the examination of lesson plans and observations during classroom walk-throughs. Focused Professional Learning Communities (PLCs) will address key instructional questions: "What are we teaching?", "How are we teaching it?", "How do we know if students have learned it?", and "What steps will we take if they haven't learned it?" These discussions will drive instructional improvement and ensure that teaching practices are aligned with student needs. The use of adaptive technology is another critical component, enabling students to learn at their own pace by addressing gaps, meeting standards, and offering enrichment opportunities. Recognizing our ELL population, we understand the necessity of incorporating scaffolding and ELL strategies across all content areas to support diverse learners. Instructional coaches will employ a student-centered coaching model, which includes data-driven planning, pre-conferences, classroom observations, post-conferences, co-teaching, and data-focused follow-ups. This approach will provide teachers with ongoing, targeted support to refine their instructional practices. Our master schedule has been

designed to include tiered support at each grade level, facilitated by an SBT/RtI Resource Teacher, ensuring that differentiated support is available to all students. This will be implemented consistently across the school.

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

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
The action steps for Instructional Practice specifically related to Standards will include initial training, standards application to curriculum training, aligned standard to lessons and lesson planning implementation. The person(s) responsible will be the HMS leadership team (Marzano observations tool : iObsersation to monitor) Continue to increase staff knowledge and understanding of effective instructional strategies for building students' literacy skills including evidence-based writing vocabulary instruction through professional development and Professional Learning Community discussions. Provide follow up support to teachers through observations and coaching. Action Step 1: Data Analysis and Review 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. Person Responsible: Principal and Assistant Principal Timeline: Ongoing throughout the school year, with specific reviews at the end of each grading period. Action Step 2: Professional Learning Communities (PLCs) Focused on Benchmark-Aligned Instruction Description: Facilitate focused PLC meetings where teachers collaborate to align their instruction with B.E.S.T. benchmarks. Discussions will center around what is being taught, how it is being taught, how student learning is assessed, and interventions for students who are not meeting benchmarks. Person Responsible: Instructional Coaches and Grade-Level Team Leaders Timeline: Weekly PLC meetings, with follow-up on implementation during monthly reviews. Action Step 3: Classroom Walkthroughs and Feedback 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 Step 4: Integration of Adaptive Technology and ELL Strategies 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.

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 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step 1: Data Analysis and Review 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. Person Responsible: Principal and Assistant Principal Timeline: Ongoing throughout the school year, with specific reviews at the end of each grading period. Action Step 2: Professional Learning Communities (PLCs) Focused on Benchmark-Aligned Instruction Description: Facilitate focused PLC meetings where teachers collaborate to align their instruction with B.E.S.T. benchmarks. Discussions will center around what is being taught, how it is being taught, how student learning is assessed, and interventions for students who are not meeting benchmarks. Person Responsible: Instructional Coaches and Grade-Level Team Leaders Timeline: Weekly PLC meetings, with follow-up on implementation during monthly reviews. Action Step 3: Classroom Walkthroughs and Feedback 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 Step 4: Integration of Adaptive Technology and ELL Strategies 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 ChatGPT said: ChatGPT 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 approach will help improve benchmark-aligned instruction by providing teachers with clear, actionable feedback that is directly tied to instructional practices. Administrators and instructional coaches will conduct regular classroom observations, using the Leverage Leadership 2.0 strategies to identify areas where instruction can be strengthened and aligned more closely with state benchmarks. Monitoring Impact: The impact of this action will be monitored through the collection and analysis of observation data, feedback records, and subsequent improvements in lesson delivery. The frequency and quality of feedback provided to teachers will be tracked, and follow-up observations will assess whether the feedback has been implemented effectively. Additionally, student performance data will be analyzed to determine if there is a corresponding improvement in benchmark proficiency. 2. Implement HMS Eagle University for New and Beginning Teachers: Action Description: HMS Eagle University will be established as a support program for new and beginning teachers to assist them in navigating the certification process and implementing best practices. The program will offer workshops, mentoring, and resources specifically tailored to help these teachers understand and apply benchmark-aligned instructional strategies. Monitoring Impact: The school will monitor the impact by tracking the progress of participating teachers through their certification milestones and their application of best practices in the classroom. Feedback from mentors and participating teachers will be gathered to refine the program. Student performance data from the classrooms of new and beginning teachers will be reviewed to assess improvements in instruction as a result of the support provided. 3. 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. 4. 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

Include a description of your Area of Focus, 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 tend to show 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 tremendious gain for the first time in the last three years. The subgroups has 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. **Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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 2024-2025 school year, students in grades 3rd -5th will increase their ELA proficiency on the BEST Reading assessment from 30% to at least 45%, 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 strenghten 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
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.

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:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Action Step #1: Hire an Intervention Specialist Description: 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. Person Responsible: Principal and Human Resources Department Timeline: Complete the hiring process by [insert specific date] to ensure the specialist is available for the start of the school year. Action Step #2: Continue to Implement Core Curriculum with Increased Rigor and Fidelity Description: 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. Person Responsible: Assistant Principal and Instructional Coaches Timeline: Ongoing throughout the school year, with regular check-ins and curriculum reviews at the end of each grading period. Action Step #3: Monitor and Assess the Effectiveness of Interventions Description: 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. Person Responsible: Reading Intervention Specialist and Assistant Principal Timeline: Assessments and reviews to be conducted quarterly, with data-driven adjustments made as necessary

Person Monitoring:	By When/Frequency:
Adminsrators	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To effectively monitor instruction as it relates to ELA, the school will implement the following steps: Step 1: 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. Step 2: 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. Step 3: 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
Include a description of your Area of Focus, 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 59% of students proficient in math by June 2025.

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 2025, 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 28% to at least 38%
- Grade 4: Increase from 43% to at least 53%
- Grade 5: Increase from 35% to at least 45%
- Grade 6: Increase from 52% to at least 62%
- Grade 7: Increase from 67% to at least 77%
- Grade 8: Increase from 33% to at least 43%

Additionally, we will raise our Algebra 1 achievement score by 5%, striving for 89% or more of students to be proficient by the end of the 2024-2025 school year.

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.

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 and

Person responsible for monitoring outcome
Administration Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Hiring and Integration of a Math Interventionist Person Responsible: School Principal 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. Implementation of Data-Driven Instructional Strategies Person Responsible: Math Interventionist and Classroom Teachers 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. Professional Learning Communities (PLCs) and Teacher Collaboration Person Responsible: Instructional Coach and AP's Action Step: The Assistant Pricipals 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.

Person Monitoring:	**By When/Frequency:**
Thelma Hickman	September 1, 2024

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

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

Include a description of your Area of Focus, 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 have

been consistently low, with only 23% of students scoring a level 3 or above in the 2022-2023 school year. Unfortunately, this trend continued into the 2023-2024 school year, where we again saw only 23% of students achieving proficiency in science. This persistent low performance in science is a clear indication that this area requires targeted intervention and strategic efforts to improve student outcomes.

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

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.

Over the past three school years, our Science Achievement has been a significant area of concern. In the 2022-2023 school year, only 23% of our students in 5th grade, 8th grade, and Biology courses scored a level 3 or above on the End of Year Science assessment. Unfortunately, this low level of achievement remained unchanged in the 2023-2024 school year, with the same percentage of students (23%) reaching proficiency. This consistent underperformance highlights a critical need for focused intervention to improve science outcome.

By the end of the 2024-2025 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 goal is Specific, Measurable, Achievable, Relevant, and Time-bound (SMART), and it reflects our commitment to making substantial progress in science education through targeted interventions and instructional improvements.

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 59% 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

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.

To achieve the desired outcome of 59% 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.

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:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Our measurable outcome for science is to ensure that 59% 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 the gaps experience 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 4 – Demonstrates a Rationale

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Action Step: 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 Responsible: Principal and Human Resources Department Timeline: Complete hiring process before the start of the school year. Develop and Implement Rigorous Science Curriculum 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. Person Responsible: Instructional Coach and Science Department Chair Timeline: Curriculum development by the start of the school year; ongoing implementation throughout the year. Provide Ongoing Professional Development and Resources Action Step: 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 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.

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:
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
Provide school related Science events.

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:
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.

IV. Positive Culture and Environment

Area of Focus #1

Other

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/teacher attendance is crucial at all academic levels, as consistent student/teacher presence is vital for the foundational years of learning. All students rely heavily on stable relationships and continuous instructional methods which are disrupted by frequent student/teacher absences. Teacher attendance is imperative to student success as it constantly builds rapport. Increased classroom teacher/student attendance and decreased out of school suspension incidents will encourage students to strive with excellence towards academic goals.   This as a result will promote strong community bonds and build effective relationships among students and teachers.

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address school needs. Based on the 2023-2024 school year FSA Data, HMS received a score of a C. The impact of this grade reflects in a 25% decrease in teacher attendance and a 20% enrollment decline. Positive school cultures feel energetic and upbeat. They include teachers and students who work well together, strive to achieve common goals, and share strong community bonds. Our faculty, staff, and students are in constant need of positive reinforcement to ensure student learning, teacher/student attendance, and team building.

To foster a more positive school culture, it is essential to address and reduce out-of-school incidents, student absences, and teacher absences. By implementing proactive measures such as enhancing community engagement, providing additional support for students and teachers, and creating a more inclusive and engaging curriculum, we can minimize disruptions and encourage consistent attendance. Strengthening the connection between home and school will also help in reducing absenteeism and improving overall morale. Additionally, introducing school t-shirts and involving community stakeholders in activities like the band, chorus, and step team can serve as a deterrent to undesired behaviors that lead to out of school incidents while incentivizing involvement. Ensuring that students and teachers feel valued and supported will contribute to a more cohesive and vibrant educational environment, ultimately leading to improved academic performance and a stronger sense of community within the school.

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 2024-2025 school year, teacher attendance in the area of school attendance measured through data will increase by 5%. The following action plan will include:

1. Displaying a positive and unified work environment by wearing teacher t-shirts or sweaters that represent the community
2. Teachers who report to work for thirty, consecutive days will receive two days of duty free lunch
3. Teachers who report to work for thirty, consecutive days will receive one less day of uninterrupted planning for the month
4. Students will receive intervention plans instead of out of school suspension
5. Parent/guardians involvement towards positive reinforcements through community events will decrease negative behavior/student absences

There will be a 25% decrease in suspensions and discipline referrals in grades 3-8 as a result of implementation of a Positive Behavioral System. Our plan is to decrease the number of students who attend less than 90 percent of the school days. It continues to be a priority to have staff at school each day and retained the next school year.

Reduction in Out-of-School Incidents: Decrease out-of-school incidents by 25% over the next year, as tracked by disciplinary records.
Decrease in Student Absences: Achieve a 15% reduction in student absenteeism by the end of the school year through improved engagement and support initiatives.
Decrease in Teacher Absences: Lower teacher absenteeism by 20% by providing additional support and enhancing workplace satisfaction within the next academic year.
Increase in Community Engagement: Raise participation in community activities, including band, chorus, and step team, by 25% over the school year.
Improvement in School Morale: Conduct biannual surveys to track a 20% increase in student and teacher satisfaction scores, reflecting a positive shift in school culture.
Enhanced Home-School Connection: Increase parental involvement in school events and activities by 30% through targeted outreach and communication strategies by the end of the year.
Curriculum Engagement: Implement curriculum changes aimed at improving student engagement, with a goal of a 20% increase in positive student feedback about curriculum relevance and interest.

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.

Attendance data for students/teachers are reviewed in leadership and faculty meetings. Leadership reviews attendance and out of school suspension data in Focus and works with the district to move students forward with improving their attendance with help from Team and MTSS meetings. The data entry person will pull reports weekly to monitor the number of students absent. The teachers

will also monitor the attendance of their students.

Track Out-of-School Incidents: Develop a system for recording and analyzing incidents, including their causes and resolutions. Review monthly trends and identify recurring issues.

Monitor Absenteeism: Implement regular attendance reports for both students and teachers. Set up alerts for high absentee rates and investigate underlying causes.

Evaluate Community Engagement: Survey parents, students, and teachers quarterly to assess engagement levels. Track participation in school events and programs.

Assess Support Programs: Measure the effectiveness of support initiatives through feedback and performance metrics. Adjust programs based on evaluation outcomes.

Review Curriculum Impact: Collect data on student engagement and satisfaction with the curriculum. Use surveys and focus groups to gauge inclusivity and interest.

Strengthen Home-School Connections: Monitor communication logs between home and school. Evaluate the effectiveness of outreach strategies and parent involvement.

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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Student awards and recognitions - quarterly awards (positive referrals) and celebrations for attendance. HMS also works to have a focus for building relationships between students and relationships in the classroom. This leads to students wanting to come to school. Teachers will receive support from administration by offering duty free lunch occasionally boost morale which will lead to consistent attendance. We plan to implement a The Positive Action Attendance program. This is a comprehensive school reform strategy aimed at enhancing social-emotional development, attendance, and academic achievement. It focuses on fostering a positive school climate while building essential skills such as self-control, goal-setting, problem-solving, persistence, and more.

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 approach that integrates carefully structured discussions, interactive activities, engaging games, and role-playing exercises into our school's efforts to improve attendance. These components are not just add-ons; they are intentionally crafted to address the underlying causes of absenteeism. By actively involving both students and parents in the learning process, these activities help foster a deeper understanding of why consistent attendance is crucial. For students, this means realizing the direct connection between regular attendance and academic success. For parents, it involves recognizing their vital role in supporting their children's educational journey and understanding how to effectively contribute to their consistent school attendance. Moreover, these interactive elements serve to improve communication skills, both within the family and between the

school and home. Enhanced communication ensures that any barriers to regular attendance are identified early and addressed effectively. Through role-playing exercises, students and parents can practice real-life scenarios, building confidence in their ability to handle challenges that might otherwise lead to absenteeism. The rationale behind this approach is clear: by actively engaging students and parents, and equipping them with the necessary tools and strategies, we are laying the groundwork for sustained improvement in attendance. This proactive involvement leads to better decision-making and more positive choices regarding school attendance. The end goal is not just to reduce absenteeism but to create a culture where attending school regularly is seen as a critical and valued part of a student's educational experience. Ultimately, the integration of these research-backed incentives and activities into our school's strategy is aimed at enhancing overall educational outcomes. By creating an environment where students are motivated to attend and teachers are eager to teach, we are setting the stage for a more engaged, successful, and thriving school community.

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 #1
Create character education program Invest in the Positive Action Attendance Program: Begin by purchasing the Positive Action Attendance Program, a comprehensive resource that addresses both the social-emotional and academic aspects of student development. This program is designed to improve attendance rates by promoting positive behaviors and attitudes toward school. Conduct Staff Training on Program Implementation: Ensure that all staff members receive thorough training on how to effectively utilize the Positive Action Attendance Program. This training will equip educators with the necessary knowledge and skills to integrate the program's strategies into their daily interactions with students, thereby maximizing its impact. Communicate with Parents About the Program: Develop and send clear, informative correspondences to parents, outlining the goals and benefits of the Positive Action Attendance Program. Explain how the program will be implemented and the role parents can play in supporting their children's participation. This communication should also highlight the program's focus on improving attendance and academic success. Implement the Program with Students: Roll out the Positive Action Attendance Program across the student body, ensuring that it is integrated into the school's daily routines and curriculum. Engage students through the program's activities, discussions, and role plays, which are designed to foster a positive school climate, enhance social-emotional learning, and ultimately reduce absenteeism. By following these steps, your school can create a supportive environment that encourages regular attendance and helps students develop the skills they need to succeed academically and socially. Additionally, ongoing evaluation and feedback from both staff and parents will be crucial to refining and sustaining the program's effectiveness over time.

Person Monitoring:	**By When/Frequency:**
Deborah Dickey (shafferd@gcpsmail.com)	By June 1, 2025

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 the Cloud9World character education program, which is grounded in research and designed to foster resiliency and empower children with essential life skills. Our focus will be on

equipping students with strategies to build resilience, a key component in helping them navigate challenges both inside and outside the classroom. Character education and social skill development are vital to enhancing not only academic performance but also promoting desired behaviors, improving self-awareness, managing relationships with others, and supporting overall student well-being. By integrating these aspects into our school culture, we aim to create an environment where students are empowered to thrive academically, socially, and emotionally. Our approach involves a thoughtfully designed, integrated spiral curriculum that introduces and builds upon character strengths from Pre-K through 8th grade. This curriculum is structured to engage students at every grade level without redundancy, ensuring that their journey in character development remains dynamic and exciting throughout their school years. To effectively implement this program, we will take the following steps: Training a School Team for Program Implementation: We will ensure that a dedicated team within the school receives comprehensive training on the implementation of the Cloud9World program, focusing on building resilience and social-emotional learning (SEL) across the entire student body. Developing a Comprehensive Training Plan: Once trained, our school team will create a detailed training plan to disseminate the knowledge and skills necessary for effective program implementation to all relevant stakeholders, including teachers, support staff, and parents. This will ensure a cohesive and unified approach to character education and SEL throughout the school. Establishing a Progress Monitoring System: We will establish a robust system for progress monitoring that utilizes academic performance, attendance records, and discipline data to identify students who may require additional social-emotional support. This data-driven approach will enable us to intervene early and provide targeted assistance to students in need. Regular Team and Faculty Meetings: We will host regular meetings with school teams and faculty to address and identify any attendance concerns or challenges faced by both students and teachers. These meetings will serve as a platform for discussing strategies to support attendance and engagement, ensuring that potential issues are addressed promptly and effectively. Offering Targeted Interventions: For students who experience incidents such as out-of-school suspensions, we will offer a range of interventions, including student study teams, Multi-Tiered System of Supports (MTSS) meetings, parent meetings, and a restorative justice program. These interventions are designed to provide the necessary support to help students re-engage with their education and improve their overall school experience. By implementing the Cloud9World program and these supporting strategies, we aim to create a nurturing and supportive school environment that not only fosters academic success but also promotes the holistic development of every student, preparing them for future challenges and opportunities. Implementation of a Research-Based Character Education Program: Cloud9World We are committed to implementing the Cloud9World character education program, which is grounded in research and designed to foster resiliency and empower children with essential life skills. Our focus will be on equipping students with strategies to build resilience, a key component in helping them navigate challenges both inside and outside the classroom. Character education and social skill development are vital to enhancing not only academic performance but also promoting desired behaviors, improving self-awareness, managing relationships with others, and supporting overall student well-being. By integrating these aspects into our school culture, we aim to create an environment where students are empowered to thrive academically, socially, and emotionally. Our approach involves a thoughtfully designed, integrated spiral curriculum that introduces and builds upon character strengths from Pre-K through 8th grade. This curriculum is structured to engage students at every grade level without redundancy, ensuring that their journey in character development remains dynamic and exciting throughout their school years. To effectively implement this program, we will take the following steps: Training a School Team for Program Implementation: We will ensure that a dedicated team within the school receives comprehensive training on the implementation of the Cloud9World program, focusing on building resilience and social-emotional learning (SEL) across the entire student body. Developing a Comprehensive Training Plan: Once trained, our school team will create a detailed training plan to disseminate the knowledge and skills necessary for effective

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Area of Focus #2

Other

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 goal is to increase the number of community partners, parents, and guardians actively engaged in the school community. Enhanced involvement from these groups strengthens our school's culture, allowing for greater transparency and involvement in school activities and news. Based on the 2023-2024 school year FSA data, Havana Magnet School received a grade of C. This indicates a need for improvement, and one significant factor contributing to a positive and successful school environment is a strong and engaged community. Positive school cultures are energetic and upbeat, involving teachers, students, parents, guardians, and community members who collaborate effectively, strive to achieve common goals, and share strong community bonds.

To support this, we will introduce initiative such as; distributing t-shirts to stakeholders that include faulty, staff, students, parents, guardians, and community leaders to build school pride, and acquiring new band uniforms and instruments including; flute, clarinet, saxophone, trumpet, trombone, percussion, and keyboards for the middle school band to enhance our music program; our step team, chorus, royal court and band will participate in parades, holiday and community events as well as all school functions to expand our network of community partners. We will also increase efforts to engage both parents and guardians through regular workshops and events that will ensure they are active participants in the school's journey toward success.

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 first quarter, parents, and guardians involvement will at least increase by 10%. Havana Magnet School will ensure the involvement of parents and guardians by the following methods:

1. Providing bilingual home-to- school and school-to-home communication
2. Flyers
3. Newsletters
4. HMS Parent and Guardian Remind
5. School Website
6. Email
7. Social Media
8. Class Dojo
9. Clever
10. Classroom Remind
11. Purchasing T-shirts
12. Purchasing new band uniforms and instruments that include; flute, clarinet, saxophone, trumpet, trombone, percussion, and keyboards for the middle school band
13. Hosting events such as; parades, holiday and community that include our step team, chorus, royal court and band

Parents, guardians, and community partners are involved in the planning, review, and improvement of Title 1 programs. Included areas are:
1. School Advisory Council (SAC) Meetings
2. Parent Expo Meetings
3. Annual Title Meetings
4. Participating in parent and family engagement building activities, reviewing academic data/ progress monitoring assessments
5. Previous school year Parent and Family Engagement Plan

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.

HMS will involve parents in the process of reviewing their School wide Improvement Plan (SIP) by: Posting it to our website and Facebook page and posting in our front lobby for them to review.

Person responsible for monitoring outcome
Thelma Hickman (hickmant@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Utilizing multiple communication channels to ensure parents and guardians receive information in their preferred language. This includes: Flyers Newsletters HMS Parent and Guardian Remind School Website Email Social Media Class Dojo Clever Classroom Remind Purchasing T-shirts Purchasing new band uniforms and instruments that include; flute, clarinet, saxophone, trumpet, trombone, percussion, and keyboards for the middle school band Hosting events such as; parades, holiday and community that include our step team, chorus, royal court and band

Rationale:
Frequency of Communication: Track the number of communications sent via each channel. Parent Feedback: Survey parents on the clarity and usefulness of the information received. Engagement Metrics: Monitor engagement rates on digital platforms (e.g., open rates for emails, interaction on social media posts). Monitor parent, guardian, and community members involvement in school events, such as parades, holiday, and community activities. Purchase Records: Monitor purchase records of school shirts, middle school band instruments, and band uniforms.

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

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

Description of Intervention #2:
Involving parents, guardians, and community partners in the planning, review, and improvement of Title I programs through various meetings and activities, such as: School Advisory Council (SAC) Meetings Parent Expo Meetings Annual Title Meetings Participation in parent and family engagement building activities Reviewing academic data/progress monitoring assessments

Rationale:
Attendance Records: Track attendance at SAC, Parent Expo, and Annual Title meetings. Feedback Surveys: Collect feedback from participants on the effectiveness of these meetings. Action Plans: Document changes and improvements made to Title I programs based on input from these meetings.

Tier of Evidence-based Intervention:

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

Description of Intervention #3:
Organizing activities and events designed to engage parents and families in the educational process,

such as workshops, family nights, and academic review sessions.

Rationale:
Event Participation: Record the number of attendees at each event. Pre- and Post-Event Surveys: Measure changes in parents' knowledge and confidence in supporting their children. Student Outcomes: Assess improvements in student homework completion rates and academic performance.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action Step #1
Increasing the community partners, parents, and guardians in the school community.

Person Monitoring:	**By When/Frequency:**
Thelma Hickman (hickmant@gcpsmail.com)	June 1, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Enhance Stakeholder Engagement: Distribute t-shirts to all stakeholders (students, parents, community members) to build school pride and unity. Increase community partners by actively seeking new collaborations and support. 2. Improve Communication Channels: Identify and recruit bilingual staff or volunteers to assist with translating communications. Develop a monthly communication plan outlining key messages and the channels to be used. Regularly update the school website and social media platforms with relevant information. Train teachers and staff on effective use of communication tools like Class Dojo and Clever. Collect and analyze feedback from parents on the effectiveness of communication methods. 3.Organize and Manage Meetings: Schedule and publicize SAC, Parent Expo, and Annual Title meetings well in advance. Provide training for parents and community members on effective participation in meetings. Create and share meeting agendas with participants before each meeting. Gather and incorporate feedback from meetings into school improvement plans. Report back to participants on how their input has been used. 4. Plan and Execute Engagement Activities: Develop a calendar of engagement activities for the school year. Recruit staff and volunteers to help organize and run these events. Promote events through multiple communication channels to ensure high attendance. Provide materials and resources to parents during events to help them support their children's education. Evaluate the effectiveness of each event through surveys and attendance records. 5. Enhance Music Program: Acquire new instruments and uniforms for the middle school band to enrich the music program and boost student involvement. 6.Monitor and Evaluate Progress: Continuously monitor the effectiveness of each initiative Adjust strategies based on feedback and performance data to ensure the ultimate success of the plan.

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 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. (ESEA 1114(b)(4))

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

Havana Magnet School is committed to fostering strong partnerships with our parents and the wider school community. To this end, we will be hosting a series of important parent meetings throughout the school year, including the Parent Expo, Parent Nights, SAC Meetings, and the Title I Meeting. These events are designed to engage parents in meaningful dialogue about the school's initiatives and provide them with the necessary information to support their children's education.

During each of these meetings, we will dedicate time for a comprehensive Q&A session. This session will allow parents to express any needs or concerns they may have, particularly regarding the School Improvement Plan (SIP) and the UNISIG budget. Our goal is to ensure that parents are fully informed and feel confident in the direction the school is taking, as well as how resources are being allocated to support student success.

In addition to these in-person meetings, we recognize the importance of making information accessible to all members of our school community. To this end, we will also utilize the school's website as a key communication tool. The school website will be regularly updated with relevant information, including details about upcoming events, meeting agendas, and important announcements. By providing these resources online, we aim to keep parents and stakeholders informed and engaged, even if they are unable to attend the meetings in person.

Through these efforts, we strive to create an open, transparent, and collaborative environment where parents feel empowered to participate in their children's education and contribute to the overall success of Havana Magnet School.

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. Classroom Dojo 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 support.

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 any 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.

Overall, our multifaceted approach to communication 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, we are committed to keeping the lines of communication open and ensuring that our school community is always aware of what is happening at the school 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. (ESEA Section 1114(b)(7)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.
- **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.
- **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:** Across the curriculum, we will integrate enrichment activities that encourage creativity, problem-solving, and critical thinking. These activities will be designed to deepen students' understanding of the material and inspire a passion for learning.

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, and offering an enriched and accelerated curriculum, 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 ESSA, 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). (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 coordination across various programs and resources to maximize effectiveness and avoid redundancy. Here is how such a plan might be developed with integration across the mentioned programs:

1. **Coordination with ESSA Programs**: The plan should align with the goals and requirements of the Every Student Succeeds Act (ESSA). This includes integrating Title I, II, III, and IV services to support student achievement, professional development, language acquisition for English learners, and safe and supportive school environments. By leveraging ESSA funding, the plan can enhance academic interventions, professional learning opportunities, and the overall school climate.

2. **Integration with Violence Prevention Programs**: The plan should incorporate violence prevention initiatives to create a safe and nurturing school environment. This includes collaborating with local law enforcement, mental health services, and community organizations to implement programs like Positive Behavioral Interventions and Supports (PBIS), bullying prevention strategies, and social-emotional learning (SEL).

3. **Collaboration with Nutrition Programs**: The plan should work in conjunction with Federal and State nutrition programs, such as the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), to ensure students have access to healthy meals. This collaboration helps address food insecurity and supports student wellness, which is critical for academic success.

4. **Partnership with Housing Programs**: For students experiencing housing instability, the plan should coordinate with local housing authorities and organizations to provide support and resources. This could involve collaboration with McKinney-Vento liaisons to ensure that homeless students receive transportation, access to education, and other necessary services.

5. **Integration with Head Start Programs**: If applicable, the plan should align with Head Start programs to support early childhood education. Coordination might include joint professional development, family engagement activities, and the smooth transition of children from Head Start to elementary school.

6. **Adult Education Programs**: The plan should include opportunities for family and community engagement by integrating adult education programs. Offering literacy, GED, and vocational training for parents and community members can enhance family involvement and support the broader educational ecosystem.

7. **Career and Technical Education (CTE) Programs**: To prepare students for postsecondary success, the plan should incorporate CTE programs, offering pathways to careers and technical skills. Collaboration with local businesses, community colleges, and workforce development agencies can provide students with internships, apprenticeships, and real-world learning opportunities.

8. **Coordination with Schools Implementing CSI or TSI Activities**: For schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under section 1111(d), the plan must align with improvement strategies. This includes data-driven decision-making, evidence-based interventions, and continuous monitoring of progress to ensure that the most vulnerable student populations receive targeted support.

By integrating these services and programs, the plan fosters a holistic approach to education, addressing academic, social, emotional, and physical needs of students while leveraging available resources across Federal, State, and local levels. This collaborative approach ensures that the plan is comprehensive, sustainable, and capable of driving meaningful improvements in student outcomes.

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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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**

- **Schoolwide 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. (ESEA section 11149b)(7)(iii(V)).

- **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**:

- **On-Site Instructional Coaches**: 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. (ESEA 1114(b)(7)(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 ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process 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 included 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.	**No**

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