Gadsden County Schools

Havana Magnet School

2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 22

Positive Culture & Environment 27

Budget to Support Goals 28

Havana Magnet School

1210 KEMP RD, Havana, FL 32333

www.gadsdenschools.org

Demographics

Principal: Thelma Hickman

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: A (63%) 2017-18: B (61%) 2016-17: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 22

Title I Requirements 0

Budget to Support Goals 28

Havana Magnet School

1210 KEMP RD, Havana, FL 32333

www.gadsdenschools.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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 student's to achieve academic and personal success and become responsible citizens.

Provide the school's vision statement.

The vision of Havana Magnet School is to achieve a legacy of developing young minds that utilize critical thinking skills to creatively approach challenges and embrace diversity. 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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hickman, Thelma	Instructional Coach	Modeling best practices in classrooms; supervising, observing and evaluating instructional/non-instructional staff; maintaining a safe and orderly learning environment; monitoring progress of student data in all curriculum areas; facilitating faculty meetings; participating in RtI meetings; facilitating teacher workshops; writing and monitoring the school improvement plan; planning parent workshops; managing the discipline of students; coordinating and facilitating workshops/professional development opportunities; communicating effectively and working collaboratively with all stakeholders; and, sponsoring student organizations/clubs. The principal will serve as the instructional leader and coach, initiate partnerships outside the school confines in the interest of student achievement, delop the schedule for diagnostic assessment and progress monitoring, and organize the disaggregation and analysis of schoolwide data
Riggins, Sandra	Assistant Principal	Supervising instructional/non-instructional staff; supervising students; handling discipline referrals/issues, monitoring student data; facilitating curriculum meetings; facilitating school state assessments procedures; providing professional development to staff; participating in parent meetings; conducting professional development; facilitating instructional planning meetings; conducting observations of teachers; checking lesson plans; writing and monitoring the school improvement plan; distributing books and instructional resources; facilitating department meetings; and managing student behavior.
Shaffer, Deborah	Other	Modeling best practices in middle grade classrooms; supervising employees; observing the instructional practices of the faculty; maintaining and a safe and orderly environment; monitoring progress of student data; managing the maintenance efforts of the campus and custodial staff; providing professional development to staff; participating in RtI and ESE meetings; facilitating Science and Social Studies PLCs; checking lesson plans; monitoring the school improvement plan; and, assisting with the implementation of Positive Behavior Intervention Support (PBIS) team.

Demographic Information

Principal start date

Thursday 7/1/2021, Thelma Hickman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school
53

Total number of students enrolled at the school
583

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	65	64	58	67	69	63	65	63	0	0	0	0	583
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	0	0	0	0	0	0	13	3	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	15	7	21	7	7	12	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	8	13	5	7	14	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	4	0	12	18	23	13	7	0	0	0	0	85

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	5	2	0	0	0	0	2	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	45	60	56	63	65	66	77	62	0	0	0	0	563
Attendance below 90 percent	12	12	6	8	5	7	5	7	2	0	0	0	0	64
One or more suspensions	0	0	2	4	5	7	6	10	8	0	0	0	0	42
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	15	7	21	7	7	12	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	8	8	13	5	7	14	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	4	0	12	18	23	13	7	0	0	0	0	85

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	2	8	5	2	4	4	0	0	0	0	26
Students retained two or more times	0	0	0	2	2	4	2	3	2	0	0	0	0	15

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	45	60	56	63	65	66	77	62	0	0	0	0	563
Attendance below 90 percent	12	12	6	8	5	7	5	7	2	0	0	0	0	64
One or more suspensions	0	0	2	4	5	7	6	10	8	0	0	0	0	42
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	15	7	21	7	7	12	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	8	8	13	5	7	14	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	4	0	12	18	23	13	7	0	0	0	0	85

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	2	8	5	2	4	4	0	0	0	0	26
Students retained two or more times	0	0	0	2	2	4	2	3	2	0	0	0	0	15

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	50%	61%	45%	47%	60%
ELA Learning Gains				61%	52%	59%	57%	51%	57%
ELA Lowest 25th Percentile				63%	55%	54%	50%	51%	52%
Math Achievement				69%	57%	62%	69%	57%	61%
Math Learning Gains				67%	52%	59%	55%	50%	58%
Math Lowest 25th Percentile				60%	46%	52%	53%	47%	52%
Science Achievement				51%	47%	56%	65%	43%	57%
Social Studies Achievement				83%	72%	78%	69%	70%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	37%	5%	58%	-16%
Cohort Comparison						
04	2021					
	2019	64%	41%	23%	58%	6%
Cohort Comparison		-42%				
05	2021					
	2019	36%	40%	-4%	56%	-20%
Cohort Comparison		-64%				
06	2021					
	2019	53%	33%	20%	54%	-1%
Cohort Comparison		-36%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2021					
	2019	60%	40%	20%	52%	8%
Cohort Comparison		-53%				
08	2021					
	2019	48%	33%	15%	56%	-8%
Cohort Comparison		-60%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	76%	55%	21%	62%	14%
Cohort Comparison						
04	2021					
	2019	70%	50%	20%	64%	6%
Cohort Comparison		-76%				
05	2021					
	2019	61%	49%	12%	60%	1%
Cohort Comparison		-70%				
06	2021					
	2019	75%	48%	27%	55%	20%
Cohort Comparison		-61%				
07	2021					
	2019	74%	52%	22%	54%	20%
Cohort Comparison		-75%				
08	2021					
	2019	48%	39%	9%	46%	2%
Cohort Comparison		-74%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	48%	30%	18%	53%	-5%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-48%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	57%	-4%	67%	-14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	60%	19%	71%	8%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	34%	36%	61%	9%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	37	44
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	22	51
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	29	40
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6	12	14
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	16	16
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	25	26
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	25	21
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	51	44
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	27	28	17	33	33	27	10	42			
ELL	38	44		67	50		45				
BLK	36	38	31	42	30	33	28	70	44		
HSP	37	39		57	37		45				
WHT	41	40		75	64						
FRL	37	40	28	47	34	35	32	73	54		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	30	52	52	43	52	39	29	80	25		
ELL	32	33		79	73						
BLK	48	60	62	63	62	55	47	82	62		
HSP	54	53		84	81		53				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	81	86		90	86						
FRL	49	60	63	68	64	55	46	80	62		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	46	46	47	45	38	57	23			
ELL	21	75		64	62						
BLK	45	55	43	67	52	50	59	66	83		
HSP	38	70		70	61	60	75		90		
WHT	53	57		73	77						
FRL	44	56	52	67	53	49	63	66	75		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Reading and Science are areas of weakness

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

English Language Arts - Although instructional time was increased, the instructional capacity of new teachers presented a barrier to providing the type of rigorous instruction needed to match grade level standards.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some of the contributing factors are: attendance, frequency, specific professional development development in intervention, staffing for intervention, .

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Social Studies - The amount of time allotted for social studies instruction proved most advantageous in the area of Civics. Students also spent more time using the iCivics online platform to support classroom instruction.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Using the team teaching approach was a great way to inprove this area. Civic engagement stems directly from students' own experiences and ideas. But engagement doesn't just happeeducators have to cultivate students' interest in community involvement. Expanding civic education across all disciplines also sends the message that civics itself is integral to life in a democratic society. Partner with civic and community organizations on volunteer efforts. Students also had opportunities to engage in collaborative action research projects, where students investigate and address an issue relevant to their communities, enabling them to be problem-solvers and advocates
Data Chata, PLC's and quality instruction

What strategies will need to be implemented in order to accelerate learning?

The development of individualized learning plans for scholars, complete with record of their ongoing performance, and specific means of intervention.
Built in intervention time.
Additional support for Small group instruction
Develop partnerships with local organizations to support instruction

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development Activities will focus on the following Central Points:
- Reading across Subject areas

- BEST Standards integration
- Differentiated Instruction
- Enrichment and Remediation
- Data Disaggregation and Analysis
- Training in the use of current curriculum
- NGSSS Science Training

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We plan to implement tools to help sustain improvement. Which include process control boards, performance boards, standard work, and improvement huddles. Process control and performance boards are methods to communicate improvement results to staff and leadership. Standard work is a written or visual outline of current best practices for a task and provides a framework to ensure that changes that have improved patient care are consistently and reliably applied to every patient encounter. Improvement huddles are short, regular meetings among staff to anticipate problems, review performance, and support a culture of improvement.
Our agenda)
Review monthly or quarterly performance (1–2 minutes).

(2) Review daily or weekly performance (1–2 minutes).

(3) Review current quality improvement projects and Plan-Do-Study-Act (PDSA) cycles (1–2 minutes).

(4) Discuss reasons for high or low performance (2 minutes).

(5) Brainstorm change ideas to sustain high performance or address low performance (2 minutes).

(6) Assign responsibility for the new improvement projects, including the senior leadership support needed to remove barriers (1–2 minutes).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the most recent FSA results for the ELA subtest, each grade demonstrate a critical need in ELA with the percent of students scoring proficient being less than 50% at each grade level except Grade 8. Grade 3 Reading - 30%; Grade 4 Reading - 30%; Grade 5 Reading - 24%; Grade 6 Reading - 35%; Grade 7 Reading - 34%; -Grade 8 Reading - 62%. Baseline data from Star Early Literacy indicate that 65% of the Kindergarten through grade 1 students performed below 50% and 88% of the third through eighth grade students scored below 50% on the Star Reading.
Measurable Outcome:	By the end of the 2021-2022 school year, there will be a 5% increase in the percent of students scoring at proficiency in ELA at each grade level on the FSA ELA. By the end of the 2021-2022 school year, there will be 5% increase in the percent of students scoring at or above 50% on Star Early (from 35% to 40%) and the Star Reading (from 12% to 17%).
Monitoring:	To monitor the Area of Focus, the school will utilize the FSA ELA subtest. Students will participate in progress monitoring through the use of Star Early Literacy and Star Reading. Progress monitoring will occur in September (baseline), December/January (mid-year) and May (end of year). Analysis of student performance data will be conducted and instruction will be adjusted based on the analysis.
Person responsible for monitoring outcome:	Thelma Hickman (hickmant@gcpsmail.com)
Evidence-based Strategy:	The evidence-based strategies being used include: (1) teaching strategies and not just content (2) providing feedback (3) using graphic organizers to summarize new learning
Rationale for Evidence-based Strategy:	The evidence-based strategies being used include: (1) teaching strategies and not just content - explicitly teaching strategies will increase how well students perform in reading and can be transferred to other subject areas, (2) providing feedback - letting the students know exactly how they performed and what they can do to improve (3) using graphic organizers to summarize new learning - allowing students to utilize graphic organizers heps students connect learning and transfer knowledge

Action Steps to Implement

1. Analyze student performance data (FSA, Star Early Literacy, Star Reading) to determine areas of weakness.
2. Provide teachers with professional development to support instruction in building foundational reading skills and strategies to increase comprehension and build vocabulary.
3. Provide direction instruction, with opportunities for practice (iReady) and ensuring immediate feedback.
4. Monitor progress with Star Early Literacy, Star Reading
5. Teach students to utilize graphic organizers to enhance reading skills.

Person Responsible	Sandra Riggins (rigginssa@gcpsmail.com)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers. Educators, students, families, and community members work together to support the healthy development of all students. Increase opportunities for students to engage in behaviors that promote social, emotional and physical wellness for all Hemenway students. All students have an hour of art, music, and physical education instruction per week. Each classroom teacher provides direct, explicit instruction of social skills each week.
Measurable Outcome:	By the end of the school year, there will be a 5%reduction in the number of out of school suspensions
Monitoring:	Monitor the number of referrals sent to the office The number of OSS.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Implement PBIS Implement Restorative Discipline
Rationale for Evidence-based Strategy:	Students will gain an understanding of how to use social emotional learning skills to improve their problem solving, self regulation, and internalizing skills. This will reduce the number of OSS days and faciltitate building relationships among students.

Action Steps to Implement

No description entered

Person Responsible	[no one identified]

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the most recent FSA results for the Math subtest, each grade demonstrate a critical need in Math with the percent of students scoring proficient being less than 50% at each grade level except Grade 6. Grade 3 Math - 23%; Grade 4 Math - 46%; Grade 5 Math- 42%; Grade 6 Math - 51%; Grade 7 Math - 47%; -Grade 8 Math - 48%.
Measurable Outcome:	By the end of the 2021-2022 school year, there will be a 5% increase in the percent of students scoring at proficiency in Math at each grade level on the FSA Math.
Monitoring:	To monitor the Area of Focus, the school will utilize the FSA Math subtest. Students will participate in progress monitoring through the use of Star and Iready Math. Progress monitoring will occur in September (baseline), December/January (mid-year) and May (end of year). Analysis of student performance data will be conducted and instruction will be adjusted based on the analysi Teachers will work together to review curriculum resources and ensure the delivered curriculum matches current state curricular guidelines and standards. Staff will also begin to analyze student deficiencies in test taking strategies, and use prior test results to guide teaching school year.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The evidence-based strategies being used include: (1) teaching strategies and not just content (2) providing feedback
Rationale for Evidence-based Strategy:	The evidence-based strategies being used include: (1) teaching strategies and not just content - explicitly teaching strategies will increase how well students perform in reading and can be transferred to other subject areas, (2) providing feedback - letting the students know exactly how they performed and what they can do to improve

Action Steps to Implement

Teachers will work together to review curriculum resources and ensure the delivered curriculum matches current state curricular guidelines and standards.
Staff will also begin to analyze student deficiencies in test taking strategies, and use prior test results to guide teaching school year.
The students will be offered after school tutoring
Standards based instruction during the regular school day as well.

Person Responsible	[no one identified]

#4. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	HMS wants to promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
Measurable Outcome:	By the end of the year, we will increase parent participation in school sponsored activities by 3%. To maximize the learning opportunities for all students by partnering with families.
Monitoring:	Engage and collaborate with all families in the community through parent-teacher conferences, PTO meetings and events, curriculum night, ongoing classroom and school-wide communication. As measured by the PaRENT Survey in spring 2022. School council will review formative data on parent participation in parent-teacher conferences [in person/ on phone], and attendance at school sponsored events.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	Tracking attendance at parent teacher conferences. Administration will reach out to parents who have not attended after first round of conferences. Allows for ongoing communication about school events and curriculum initiatives. Provides opportunities for parents to become active in school-wide events. Increase parent participation and collaboration in school-based activities

Action Steps to Implement

Utilize Skylet, Flyers, Class Dojo, Remind, Facebook to make sure parents are informed of all school related activities.
Host grade specific level parent nights each semester

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Building a positive culture starts with valuing everyone's journey within that culture. The more we recognize the great work happening in our spaces, acknowledge to the person that it's great work, and extend the conversation about that work to someone who wasn't there so they know that it is happening, the better chance we have to provide an environment where everyone can flourish. Motivation, success, and feeling valued are what drives individuals, at any level and in any profession. In the school setting, it is critically important that we celebrate and recognize the outstanding things that our school community accomplishes, both inside and out of our buildings.

The key to success of creating a positive school culture is implementing the right plan and team of stakeholders to execute the plan with fidelity. We created a collaborative environment for all stakeholders that was designed to provide everyone with specific guidance and support to help to develop this implementation plan specific to the needs of our campus. We understand that there is no one perfect solution that will solve all of the behavior challenges. Restorative Practices, Social Emotional Learning and Positive Behaviors Interventions and
Supports collectively, have had a positive impact on the climate and culture of our school campus. With this broad initiative, there are still areas that need improvement. We looked our
frameworks and determined the various ways they will meet the diverse needs of our campus.

When implementing these initiatives, it's imperative that everyone understands their role. Restorative Practices is no exception but it presents an even greater challenge because some of the teachers continue to struggle with how to integrate Restorative Practices into the traditional structure of a school. In order to be efficient, everyone must understand their roles and buy into the concept that the sum must be greater than the parts. Specifically,
Restorative Practices has had a branding problem on our campus because some believe it lacks student accountability. Our version of Restorative Practices can and will hold students accountable by synergizing Restorative Practices with traditional consequences. This will be communicated through our implementation plan. Having the right plan and team of stakeholders to execute that plan is essential. Our plan requires us to provide strategically provide leadership opportunities to all staff members to increase buy-in of these initiatives.
Stakeholders will have well-defined responsibilities, which allow them to share in the governance, implementation and monitoring of the program's effectiveness.

Key to the success of our behavior initiative will be implementation. We will start by looking at our historical discipline data and climate surveys. We will also discuss some of our past initiatives that were successful

and how where the initiatives failed. These guiding questions will help use the data to devise the most effective program for policy implementation and standard protocol. Specific guidance and support will be given to help our team develop an implementation plan specific to the needs of our students and school. Additionally, we will
create our restorative practices implementation plan that will ensure the fidelity of the initiative as well as create buy-in with the our stakeholders.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Havana Magnet School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. During School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals
relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$10,688.50**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0091 - Havana Magnet School	Title, I Part A	10.0	$9,000.00
			Notes: 10 teachers x $30 hr x 2 hrs/day x 3 days/wk x 5 months = $9,000			
	5100	210-Retirement	0091 - Havana Magnet School	Title, I Part A		$688.50
			Notes: $9000 x 7.65% = $688.50			
	5100	510-Supplies	0091 - Havana Magnet School	Other		$1,000.00
			Notes: Materials and supplies (consumable, instructional materials to support literacy)			
2	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
4	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$0.00**
					Total:	**$10,688.50**