

Gadsden County Schools

Havana Magnet School



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (39%) 2018-19: A (63%) 2017-18: B (61%)
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	CSI

* 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.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	D	A	A

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hickman, Thelma	Principal	<p>Serves as the instructional leader of the school. Creates the vision for the staff and all stakeholders. Assists and observes teachers using data based decision making to ensure that all students are meeting or exceeding expectations. Meets with teachers to discuss progress monitoring of all students in Tiers 1, 2 and 3. Also supports teachers with changing/enhance their instructional strategies based on data to meet the individual needs of all students.</p> <p>Manages and supervises all aspects of the school. She is an instructional leader and is responsible for ensuring that all students receive equitable instruction. Focus on a goal to increase Student academic achievement in all content areas in addition to closing achievement gaps for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support HMS initiatives.</p>
Riggins, Sandra	Assistant Principal	<p>Supports the Principal and serves as an instructional leader. Assists and observes teachers using data based decision making to ensure that all students are meeting or exceeding expectations. Meets with teachers to discuss progress monitoring of all students in Tiers 1, 2 and 3. Also supports teachers with changing/enhance their instructional strategies based on data to meet the individual needs of all students.</p> <p>Focus on goals to increase Student academic achievement in all content areas in addition to closing the achievement gaps for all students while building relationships with the community, parents, and businesses partners to support aid of HMS initiatives. In addition, providing a safe, equitable learning environment for all students.</p> <p>The assistant principal reviews curricula for all content areas. The assistant principal is responsible for reviewing data on a weekly basis to ensure students are mastering the standards set forth in pacing guides. In addition, she will monitor and model instructional programs and strategies for teachers.</p>
Shaffer, Deborah	Assistant Principal	<p>Supports the Principal and serves as an instructional leader. Assists and observes teachers using data based decision making to ensure that all students are meeting or exceeding expectations. Meets with teachers to discuss progress monitoring of all students in Tiers 1, 2 and 3. Also supports teachers with changing/enhance their instructional strategies based on data to meet the individual needs of all students.</p> <p>Focus on goals to increase Student academic achievement in all content areas in addition to closing the achievement gaps for all students while building relationships with the community, parents, and businesses partners to support aid of HMS initiatives. In addition, providing a safe, equitable learning environment for all students.</p> <p>The assistant principal reviews curricula for all content areas. The assistant principal is responsible for reviewing data on a weekly basis to ensure students are mastering the standards set forth in pacing guides. In addition, she will monitor and model instructional programs and strategies for teachers.</p>

Name	Position Title	Job Duties and Responsibilities
Dantley, Dominique	Instructional Coach	<p>Dominique Dantley Helps teachers improve teaching strategies. Support is provided to the teachers through coaching and leading common planning. In addition, he facilitates whole school screening programs, identifying those at risk, and the specific interventions needed (Tiers 1, 2, and 3). Ensuring the process of progress monitoring through the systematic collection and analysis of data, he ensures that instructional practices are appropriate, and that the MTSS Intervention plan is implemented with fidelity. Throughout the school year, as the needs of the students and teachers are identified, professional development is designed, presented and supported. Implement new instructional ideas throughout the school . Builds teacher capacity in literacy instruction through the coaching cycled professional development in addition to close achievement gaps in literacy Promote professional learning Facilitate improvements in instruction and student learning</p>
Ferguson-Williams, Javonna	Teacher, K-12	<p>Javonna Ferguson Williams The responsibilities of the grade level chair is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.</p>
Taylor, Audrey	Teacher, K-12	<p>The responsibilities of the grade level chair is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.</p>
Austin, Travetria	Teacher, K-12	<p>Travetria Austin The responsibilities of the grade level chair is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.</p>
Williams, Marshall	Teacher, ESE	<p>Mr. Marshall Williams will work to ensure compliance for ESE students. He will also support by working closely with both ESE and classroom teachers to ensure that teachers are using ESE strategies that benefit our students. He will actively participate in PLC's and grade level meetings and common planning sessions to integrate best practices when planning lessons.He will build teacher capacity in differentiating for ESE students.</p>
Hill, Kennedy	School Counselor	<p>Ability to read, interpret and enforce State Board rules, Code of Ethics, School Board policies and appropriate state and federal statutes. Knowledge and understanding of child development and the unique needs and characteristics of students served. Knowledge and understanding of guidance and counseling principles, programs and services. Knowledge of tests and measurement theory, and of community resources and services available for student assistance. Ability to counsel</p>

Name	Position Title	Job Duties and Responsibilities
		and assist students, parents and school personnel in the resolution of problems in student learning, behavior and mental health. Ability to administer student assessment and evaluation instruments. Ability to analyze and use data. Ability to verbally communicate results of assessment and evaluation. Ability to consult with parents, school personnel and the public. Ability to maintain sensitivity to multicultural issues.
Dantley, Rechelle	Teacher, K-12	The responsibilities of the grade level chair is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.
Akins, Serena	Teacher, PreK	The responsibilities of the grade level chair is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.

Demographic Information

Principal start date

Thursday 7/1/2021, Thelma Hickman

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

5

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

534

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	54	65	63	59	44	51	48	52	52	0	0	0	0	488
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	8	5	3	0	1	0	0	0	0	0	17
Course failure in Math	0	0	0	10	3	3	0	1	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	30	33	31	21	16	19	0	0	0	0	150
Level 1 on 2022 statewide FSA Math assessment	0	0	0	37	36	34	16	14	14	0	0	0	0	151
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	37	36	34	21	16	19	0	0	0	0	163

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	14	0	3	0	1	0	0	0	0	0	18
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

Friday 8/12/2022

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	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	

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	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	0

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	33%	55%				52%	50%	61%
ELA Learning Gains	37%						61%	52%	59%
ELA Lowest 25th Percentile	31%						63%	55%	54%
Math Achievement	35%	39%	42%				69%	57%	62%
Math Learning Gains	39%						67%	52%	59%
Math Lowest 25th Percentile	45%						60%	46%	52%
Science Achievement	35%	33%	54%				51%	47%	56%
Social Studies Achievement	46%	43%	59%				83%	72%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	37%	5%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	64%	41%	23%	58%	6%
Cohort Comparison		-42%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	40%	-4%	56%	-20%
Cohort Comparison		-64%				
06	2022					
	2019	53%	33%	20%	54%	-1%
Cohort Comparison		-36%				
07	2022					
	2019	60%	40%	20%	52%	8%
Cohort Comparison		-53%				
08	2022					
	2019	48%	33%	15%	56%	-8%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	55%	21%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	70%	50%	20%	64%	6%
Cohort Comparison		-76%				
05	2022					
	2019	61%	49%	12%	60%	1%
Cohort Comparison		-70%				
06	2022					
	2019	75%	48%	27%	55%	20%
Cohort Comparison		-61%				
07	2022					
	2019	74%	52%	22%	54%	20%
Cohort Comparison		-75%				
08	2022					
	2019	48%	39%	9%	46%	2%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	30%	18%	53%	-5%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-48%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	57%	-4%	67%	-14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	60%	19%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	34%	36%	61%	9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	32	30	26	41	47	33				
ELL	18	40		41	24		42				
BLK	27	35	31	29	37	38	26	45	40		
HSP	30	38		46	40		55				
WHT	39	45		58	53						
FRL	27	36	32	35	38	44	35	42	57		
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				
WHT	81	86		90	86						
FRL	49	60	63	68	64	55	46	80	62		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Havana Magnet School performance on state assessments has declined since 2018. In 2018 HMS had exceeded the state's average in some areas, however since then there are areas of improvement. Student achievement in ELA declined 2018 (45%), 2019 (52%), to 2021 (38%), math declined overall 2018 (69%), 2019 (69%), to 2021 (47%). After carefully analyzing the data, we noticed some trends. Our students performed better in Math than reading. Third and fourth grade proficiency were significantly low and on iReady subtest (2022-2023) (PM1) shows that students struggle in vocabulary (3rd grade 60% below grade level, 4th grade 42% below grade level) and reading informational passages (3rd grade 68% below grade level, 4th grade 56% below grade level).

Attendance is a trend that affects all grade levels, and subgroups. Poor attendance affects student achievement in the areas of reading and mathematics as well as students' social emotional skills that are needed to cope in school. According to the data from 2021-2022, HMS had 13655 occurrences of unexcused absences.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on iReady, STAR progress monitoring, and 2022 state assessment results, the greatest need for improvement is in the area of ELA proficiency (28.4%), Math proficiency (34.5%) for students in grades 3rd through 8th, Learning Gains (ELA 31% and Math 39%), and especially the SWD population (32%). HMS state assessment data demonstrates a need of emphasis to be placed on the constant disaggregation of data for the following subgroups: ELL population, Black and African American, Economically Disadvantaged, and Students with Disabilities.

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

Students lack of prior knowledge, vocabulary, reading comprehension skills, and teacher capacity played a major role in the students lack of performance in the area of English Language Arts, HMS will place value by providing weekly PLCs on identified areas of need based on formative and informative data. Data will be monitored on a monthly basis by student, grade, subject area, and subgroup.

Based on the data, some of the contributing factors are: students and teachers attendance, professional development for teachers in implementing effective intervention strategies, staffing for intervention (before and after school), and rigor and relevant teaching strategies for teachers across grade levels. We realized that teaching whole group is difficult to check for mastery. We understand that research supports small group instruction because it gives students a chance to practice the higher-order thinking skills that instructors should teach. Students who engage in small group instruction generally retain more of the skills and standards as opposed to students who do not receive small group instruction. Small group instruction allows teachers to work more closely with each student. This instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives. In addition, small group instruction allows teachers to check for understanding, reinforce skills presented in whole group instruction, and/or change the pacing of a lesson (i.e., teachers may break down concepts not easily understood or quickly pass through lessons that students clearly understand).

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components shows that HMS's improvement most in Algebra EOC. The amount of time allotted direct instruction was a contributing factor. Students also utilized the Delta Math online platform to support classroom instruction. Student achievement for Algebra 1 was 75% for 2022.

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

Regular Data Chats

Use of spiral review

Exit Tickets

Teacher retention

Collaborative planning in content area

Tracking Data/Data Analysis

Targeted Instruction

Using data to drive instruction allowed for adjustments to meet students

Experienced teachers and effective collaboration and planning at PLCs contributed to success in this area. At PLCs experienced teachers shared best practices and data analysis was done to improve student learning. Most importantly, additional tutorial and push in support where addition teachers provided small group instruction to struggling students. The small group instruction that was provided was also targeted. To better target students' the classroom teachers and the addition support teachers planned to better target students' strengths and weaknesses while focusing on the content that they must know for the grade- level assessments.

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

Standards based instruction was employed as well professional development was provided multiple times during the school year. Students' biweekly assessments was reviewed by the leadership team and formal and informal discussions were held to discuss challenges and successes. Master Schedule allows flexibility for push-in and pull-out services to address students' need. Identification of at-risk students, use of acceleration strategies, and progress monitoring will help address unfinished learning as well as academic inequalities to close achievement gap.

In order to accelerate learning, teachers have to effectively plan to differentiate and scaffold instruction while still meeting the rigor of the standard. Historically, push in support and double down instruction has always produced positive student results, so strategic scheduling must be in placed to ensure that double down support is happening in the classroom. SWD and L25 must be closely monitored and provided ,multiple opportunities to receive small group instruction from both the classroom teacher and the double down teacher in both Math and ELA. The data of student subgroups must be tracked and

reflected on an ongoing basis. This can take place at PLC and common planning since instructional adjustments must be made based on data analysis. All teachers must also receive additional planning support to ensure that they can understand the content and have a deep understanding of what students need to know. Professional Development on how to scaffold the learning must occur to ensure that teachers know how to hold high expectations for all students while providing necessary scaffolds.

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 implemented
- Differentiated Instruction
- Enrichment and Remediation
- Data Disaggregated and Analysis
- Training in the use of current curriculum
- NGSSS Science Training
- iReady

Building Knowledge and vocabulary and prioritizing standards are strategies teachers will receive training to support acceleration learning

Giving teachers strategies to support student collaboration and teams will also provide ways to accelerate learning in all content areas

Teaching the Foundational Skills of Reading

Analyzing Data to Maximize Student Achievement

Weekly professional development opportunities will be provided on Thursday of each week and where necessary during common planning times.

Our Professional Development plan will focus on building the capacity of content teachers in identifying at-risk students and their specific learning need, using acceleration strategies, incorporating foundational knowledge, and using data to drive instruction. It includes the rationale/identification, exploring strategies, application, peer observation, and progress monitoring.

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

Ensuring sustainability at HMS is the key to our schools overall improvement. Continuing to develop teachers' skills in the content areas will increase their knowledge base. Professional Development will be provided based on areas of need. In addition, students will be provided multiple opportunities for remediation and/or purposes where needed. Additionally, target instruction will be provided via small groups and intervention. 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 and are consistently and reliably applied to every patient encounter. Improvement huddles are short, regular meeting and among staff to anticipate problems, review performance, and support a culture of improvement.

Our agenda:

- (1) 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).

HMS EduCare Academy - after school program targets 3rd - 8th struggling students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our first area of focus is to provide rigorous based instruction for all students with an emphasis on literacy skills. This focus area addresses the division priority of ensuring college and career readiness. We believe that an emphasis on literacy skills will help all of our students be successful with rigorous standards based instruction.

FSA 2022 Grades 3–8 proficiency in ELA (26%) and Math (30%), 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:****State the specific****measurable****outcome the****school plans****to achieve.****This should****be a data****based,****objective****outcome.**

Our goal is to increase our, ELA, Mathematics, Science, and Civics overall achievement by 2% and maintain or increase our achievement score in Algebra 1.

By June 2023, 40% or above of the student body will be proficient in ELA and Math which will be shown on the state FAST, EOC Civics, EOC Biology, SSA Science, iReady Math, iReady Reading, and Star 360.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At HMS we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans,

Data Analysis during PLCs

Classroom walks

Student work samples/portfolio/binder reviews

Student attendance

Data Chats with teachers, students, and parents

Formal Observations

Monitoring of SEL needs through the SBT/BHP process

The monitoring will be supported by key members of the leadership team: Principal, Assistant Principal, SSCC, and Coaches.

Adaptive technology usage and proficiency reports monitored by teachers, coaches, and administration

Progress Monitoring, consistent Administrative Walk-throughs with feedback, and lesson plans feedback.

Monitoring:**Describe****how this****Area of****Focus will****be****monitored****for the****desired****outcome.****Person****responsible****for**

Thelma Hickman (hickmant@gcpsmail.com)

monitoring outcome:

The Admin teams' plan is to build capacity of content teachers in identifying at risk students, using acceleration strategies and progress monitoring. It includes the rationale /definitions, exploring strategies, applications, peer observation and progress monitoring. In addition, we will continue to use a variety of close reading and writing strategies in all our classrooms. The strategies deepening understanding on grade level Reading Benchmarks of B.E.S.T. Teachers will be trained in the importance of reading the text at least two times for comprehension, details, analysis, and the purpose of the text. During weekly after school faculty meeting a topic of close reading and writing will be addressed.

- 1)The topics include: Choosing text that will challenge students, read the entire text for meaning, chunking text, text dependent questioning, rereading text, discussing text and writing about the text.
- 2)After each session there will be an activity that is assigned for each grade group to complete.
- 3) After the grade group completes the activity, the grade group will apply close reading strategies during lesson studies.
- 4) Teachers will teach using close reading strategies.
- 5) Close reading strategies will be observed when reading comprehension is being instructed.
- 6) Feedback will be provided using the FCRR Walk-Through tool.
- 7) PLC topics will include deeper dives as needed into close reading strategies.
- 8) Close reading will be a focus of Literacy Leadership Team meetings.
- 9) Close reading will be observed during content area classes and all teachers will attend close reading workshops, complete follow-up activities, and apply strategies before, during, and after planning.

Professional Learning Communities: collaborative planning and PLCs to engage in strategic, focused professional development, data analysis to strengthen standards-based instruction. Instructional coaching: model, and support providing job-embedded professional development. Tiered Support and Response to Interventions: early identification and support of students with learning and behavior needs, providing interventions at increasing levels of intensity to accelerate their rate of learning.

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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, preconferences, observations, post conferences, co-teaching, post-conference with data. The master schedule allows for grade level tiered support with an SBT/RtI Resource Teacher, We will have all involved; everyone is a reading teacher

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 : iObservation 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.

Person Responsible Thelma Hickman (hickmant@gcpsmail.com)

Build teachers' knowledge of acceleration strategies, focused on the rationale/identification, exploring strategies, application, peer observation and progress monitoring through professional development and Professional Learning discussions.

PLCs

- a) Schoolwide schedule to ensure all grades meet regularly.
- b) Develop PLC agendas based on data analysis, district scope and sequences, and classroom observations.
- c) Administration meets weekly with instructional coaches to ensure strategic focus of PLC toward school goals.
- d) PLC expectations are set to ensure teachers leave with Resources and strategies to enhance instruction

Person Responsible Thelma Hickman (hickmant@gcpsmail.com)

#2. Transformational Leadership specifically relating to Instructional Leadership Team**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The purpose of the HMS Leasership Team is to encourage a culture of collaboration amongst teachers to improve instruction that is aligned to the Florida Academic Standards. The Leadership Team is primarily made up of the principal, assistant principal(s), and teacher leaders, who are organized by grade level, cluster, subject area, department or small learning community. The primary work of the HMS Team is to improve instruction by focusing on student learning, achievement, and building teacher capacity through differentiated support.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve.****This should be a data based, objective outcome.**

By June 2022, HMS Leadership team will meet monthly. 1)The team will develop a vision (School Improvement Plan), 2)communicate the vision with the school,(Each member of the faculty will have a copy of the School Improvement Plan and be debriefed on content during a faculty meeting), 3)empower broad-based action plans (BSI)(Carry out action plans from BSI through Lesson Study and PLC's), 4)generate short-term wins,(Look at data and determine which areas of the action plan has been met), 5)anchor next steps (Continue process)(Implement BSI action steps..

Monitoring:**Describe how this Area of Focus will be monitored for the desired outcome.**

A School Improvement Plan is created. 1)Sign in sheet that 100% of faculty has received School Improvement Plan and has been debriefed on content. 2) Agenda for each meeting that includes BSI action step compliance and action steps of how compliance will be achieved. 3)100% of teachers will attend lesson study, documented by a sign in sheet and weekly lesson plans. 4) Leadership team will conduct weekly walk-throughs to determine action steps are being implemented.(Agenda will reflect discussion) PLC's will be conducted on areas of need based on walk-throughs (Meeting minutes will reflect area of need)(Coaching will be assigned based on need). The process will be continuous and will anchor next steps for improvement.

Person responsible for monitoring outcome:

Thelma Hickman (hickmant@gcpsmail.com)

Evidence-based Strategy: Describe the evidence-based strategy being

Leverage Leader book study and PAEC's Leadership Teams Cadre for transformational leadership. The leadership plan, emotional intelligence, strategic thinking, boosting employee performance and establishing credibility will be used when developing and executing the school improvement plan for the faculty and staff at HMS. Formative data recieved from the walkthroughs will be compiled, analyzed, and disseminated at the weekly leadership team meetings. Each area of focus will be discussed and teachers and students will be tiered based on walkthrough data. The administration team will be assigned teachers to coach focus area determined by need. A data room will be

implemented for this Area of Focus. established with color codes (blue, green, yellow, red) to discuss data with teachers and students. Data will be transparent and discussed to change behavior and instructional practices. Based on data deep dives, PLC topics, professional development and evidence based interventions will be determined.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

According to ies.ed.gov, Roles of the Leadership Team, large scale reform requires change at the organizational level, a school level leadership team is responsible for ensuring that change happens across the organization with competing interests to implement the school's school improvement plan. Therefore, to ensure buy-in and increase the chance for fidelity and motivation of the faculty and staff. Engage in collaborative discussions withn PAEC cadre to dissaggregate data, improve instructional practice, optimize teacher and student achievement. We will conduct a book study and professional development using "Leverage Leadership by Paul Santoyo."

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible [no one identified]

#3. Positive Culture and Environment specifically relating to Climate and Culture/SEL

Area of Focus 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.

Description and Rationale: Based on the 2021-2022 school year FSA Data, HMS received a school of a D. The impact of this grade reflects in a 25% decrease in teacher retention 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/staff retention, and team building.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

By the end of this year, teacher and staff ratings in the areas of school climate and school leadership measured through survey data will increase by at least 5%.
We will also:

1. Create meaningful parent involvement.
By the end of the 2022-2023 school year, on a parent survey 80% of the parents at HMS will rank the school culture at satisfactory or above on school climate.

2. Create rituals and traditions that are fun for students and teachers.
• Eagle Café Lunch with Principal—students of the month will eat lunch with the principal. Teachers in grades K-1 will submit one student's name for student of the month. Teachers in grades 6-8 will submit one name per class (e.g. 1 student per 6th grade section) for student of the month. Students' names and photos will be submitted to the local newspaper for recognition.
• Teachers and students will be recognized for their birthday during the morning announcements.
• Teachers will receive a mini bunt cake and students will receive a birthday pencil.

By the end of the 2022-2023 school year, on a teacher and/or student survey, 80% of students and parents at HMS will rank the school culture at satisfactory or above on school climate.

3. Establish and enforce school rules that build value and a positive school environment.

By the end of the 2022-2023 school year, there will be a 25% decrease in suspensions and discipline referrals in grades 3-6 as a result of implementation of a Positive Behavioral System.

-Classroom Walk-through data
-Evaluative instructional and leadership practice observational data
-Qualitative data from students, staff and families
We will be using frequent progress monitoring of our students' attendance, discipline and academic data on students to address this area of focus. In addition, we will be using iObservation data to ensure that the professional development provided is being implemented in the classroom.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

Thelma Hickman (hickmant@gcpsmail.com)

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action according to data, student needs, staff needs, and family needs.

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Build a school culture which values social emotional learning with a focus on:

1. Creating classroom routines that provide opportunities to practice recognizing and regulating emotion as well as a community that supports, honors, and explores the cultural assets, contributions, backgrounds, and needs of everyone.
2. Using evidence-based instructional strategies that utilize SEL competencies to support standards-based-learning and planning culturally responsive lessons and materials that meet student's diverse needs and interests.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the implementation of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Addressing our students' social/emotional needs continues to be a school and district goal for the 202-2023 school year. Professional development staff survey identified areas for growth. We have selected ongoing professional development as an evidence-based strategy because we recognize the need to continue building our faculty's expertise in social emotional learning. Given the current situation of our nation, we believe that attention to students' social emotional needs is even more critical now. However, since this situation is unprecedented, we know that teachers are facing unique situations; and therefore, ongoing training is an important strategy to address our students' and community's changing needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Implement a school-wide SEL curriculum
- Ensure a school team receives training on implementation of a school-wide SEL curriculum
- Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum

Establish a system of progress monitoring using academic, attendance and discipline data to identify students who need social-emotional support. Discuss this data at our weekly administrative / resource

team meeting to determine appropriate supports for students in need and work with all stakeholders involved to provide the support.

Person Responsible Thelma Hickman (hickmant@gcpsmail.com)

Provide ongoing professional development to faculty members on social-emotional learning. Our administrators, teachers and resource personnel who are on our school's SELL team will attend training

Person Responsible [no one identified]

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

When looking at subgroup data, it is evident that we must take a closer look at core instruction in all content areas. Data from the 2021/2022 state standardized tests and progress monitoring data from 2022/2023 indicates our SWD subgroup continues to perform significantly below our general education population in terms of proficiency and learning growth.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As we continue to look at all aspects of the achievement gap at HMS, our goal is to increase proficiency of ELL'S, SWD's , and all subgroups by 3% as measured by our state standardized assessment (FSA/F.A.S.T).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur through classroom walkthrough trend data, evaluative instructional and leadership practice observational data, iReady diagnostics, iReady Growth Monitoring assessments and common assessments.

Person responsible for monitoring outcome:

Deborah Shaffer (shafferd@gcpsmail.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The strategy for improvement will be two-fold. First, teachers will be supported in all phases of the planning process by school leadership. Then, within the planning process, school leadership will guide teachers to effectively embed cooperative learning structure that support student engagement. All these components combine to support the development of a well-rounded student, regardless of their skin color, language spoken, or financial situation. Both ESE and General Education teachers use small group and whole group instruction with students as they learn ELA Standards, strategically selecting text dependent questions, examples and non-examples as well as language to facilitate student learning, anticipate common misconceptions, focus on essential concepts and eliminate distractions. They model and scaffold steps or processes needed to demonstrate mastery

of standards, apply skills and complete tasks associated with the standards with increased confidence and competence. Further, the Second Step curriculum will be implemented by ESE teachers in order to identify and provide targeted support specific skills deficiencies among students with disabilities.

We will be using the Multi- Tiered Support System(MTSS) and other interventions including tutoring as well as push-in and pull-out support in targeted classrooms.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Cooperative learning strategies such as Kagan structures, provide positive outcomes for students including achievement, improved social skills, and relations and improved classroom climate
 Based on the SWD Student FA, iReady, and Common Assessment Data from 2021-2022 through 2022-2023, it was decided to continue with implementation of the Second Step curriculum with our SWD subgroup in order to focus on specific strands and skills with which ESE Students have struggled.
 The Multi- Tiered Support System allows us to provide differentiated support for targeted students in their classrooms. The other identified interventions will also provide support to help the targeted students in all their classes.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Services will be tracked for students to ensure goals are being addressed and monitored
 Implement Second Step Curriculum with Students with Disabilities
 Our administration team will work with the MTSS Coordinator and Instructional Coach to increase staff knowledge and understanding of various cultures and experiences of students and families of diverse cultural backgrounds, with an emphasis on our targeted subgroups, so teachers are aware of and can address implicit biases. In addition, our instructional coach along with our MTSS Coordinator will provide appropriate professional development to help teachers understand the most effective strategies to use for targeted students.

Person Responsible Deborah Shaffer (shafferd@gcpsmail.com)

Provide professional development on data analysis and using iReady resources to provide differentiated instruction and interventions
 Identify and address learning gaps in English language arts, math, science, and civics using frequent progress monitoring and periodic review within this year's curriculum as appropriate.

Person Responsible Deborah Shaffer (shafferd@gcpsmail.com)

Ensure that teachers are re-teaching and re-testing students based on outcomes from common assessments

Person Responsible Deborah Shaffer (shafferd@gcpsmail.com)

Provide coaching support and detailed, actionable feedback on classroom observations

Person Responsible Deborah Shaffer (shafferd@gcpsmail.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades K-2 will utilize the Core Reading Program/ HMH to provide explicit systematic instruction in the six components of reading with scaffolded instructional, corrective feedback and time for independent practice for Tier I instruction. HMH meets the state approved guidelines for the Science of Reading for a core reading program. A designated 120 minute reading block is part of the master schedule. Whole group and small group instruction based on student needs is part of the expectations for effective instruction in reading. Tier I and Tier II instruction is provided within the 120 minute reading block as specified in the CERP approved reading plan. 1)Phonological awareness and phonics are essential components of early reading and is taught and connected to text and writing. 2) Explicitly teaching Sound/Spelling patterns used for encoding and connected to text.)Instruction will progress to fluency with instruction and practice so students can read and re-read orally from connected text - sentences, paragraphs, to build automaticity and expression keeping understanding the meaning of the text as the central goal. 3-4) High quality language-rich interactions in oral language and vocabulary will be evident by the use of read-alouds, academic and inferential language. 5) Instruction in comprehension in grades K-2 will be taught (even before students' can read on their own) by exposing thinking about the text through read-alouds and scaffolded reading. Deliberate metacognitive leveled questioning and discussion will be used as a model to build background information, connect to self, and apply to real world problems. Tier II instruction will be used to reinforce core instruction as an enrichment as well as intervention. Data from weekly exams, state and district progress monitoring assessments and teacher observations will be used to form small group instruction. FCRR center activities will be used during Tier II instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Grades 3-5 will utilize the Core Reading Program/ HMH to provide explicit systematic instruction in the six components of reading with scaffolded instructional, corrective feedback and time for independent practice for Tier I instruction. HMH meets the state approved guidelines for the Science of Reading for a

core reading program. A designated 90 minute reading block is part of the master schedule. Whole group and small group instruction based on student needs is part of the expectations for effective instruction in reading. Tier I and Tier II instruction is provided within the 90 minute reading block as specified in the CERP approved reading plan. 1)Phonological awareness and phonics are essential components of early reading and is taught and connecting sounds to text and writing. 2) Explicitly teaching Sound/Spelling patterns used for encoding and connected to text. (Breaking words into syllables, and students' scoring red on phonics on iReady) 3)Instruction will progress to fluency with instruction and practice so students can read and re-read orally from connected text - sentences, paragraphs, to build automaticity and expression keeping understanding the meaning of the text as the central goal. 4-5) High quality language-rich interactions in oral language and vocabulary will be evident by the use of read-alouds, academic and inferential language. 6) Instruction in comprehension in grades K-2 will be taught (even before students' can read on their own) by exposing thinking about the text through read-alouds and scaffolded reading. Deliberate metacognitive leveled questioning and discussion will be used as a model to build background information, connect to self, and apply to real world problems. Close reading strategies will be a focus for reading comprehension. Tier II instruction will be used to reinforce core instruction as an enrichment as well as intervention. Data from weekly exams, state and district progress monitoring assessments

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on the past two years of data 40 % of each grade K-2 students will score at or above 40 PR on FAST STAR Reading.

Grades 3-5: Measureable Outcome(s)

32 % of each grade 3-5 students will score a level 3-5 on the Reading FAST/FSA equivalence.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Houghton Mifflin Harcourt is the State Adopted Core Reading program that is aligned to B.E.S.T. standards. The Core reading program will be used for the basis of reading instruction. 1) Lesson Studies and demo lessons will be conducted for consistency of instruction. 2) To ensure that the core reading program is taught with fidelity, (as planned during lesson studies) weekly reading walk-throughs will be conducted using the state approved FCRR Reading Walk-Through tool. 3) During monthly PLC's student gains and trends from Reading Walk-Through's will be analyzed and professional development will be provided using guidelines from the Just Read, Florida! Coaching Endorsement Model.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Baggett, Miranda, baggettm@gcpsmail.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Tier 1 Houghton Mifflin Harcourt (HMH) is a state approved Core Reading Program and meets the criteria for the state for evidence-based instruction. Aligned to B.E.S.T. standards.

Tier 2 HMH/FCRR Center Activities (Approved in the CERP). Aligned to B.E.S.T. standards.

Tier 3 PALS/Corrective Reading. Meets ESSA and Florida evidence based instructional programs and practices.

Close reading is a focus strategy. Close reading meets evidence based strategies for comprehension with strong research to support the instructional practice.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

HMH meets requirements for Core and Tier II Instruction and is aligned to the B.E.S.T. standards.

FCRR Center Activities were approved in the CERP by Just Read, Florida!

PALS and Corrective Reading meet Strong ESSA finding on What Works Clearinghouse.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1)A Leadership Team has been established that serves as the Literacy Leadership Team for the school. The Literacy Leadership Team meets monthly with the District Reading Specialist to create focus areas of Lesson Studies and topics for PLC's. Sign in sheets will be collected from meetings. Agenda will be created. Meeting notes will be collected. Close reading will be a focus for the year.</p>	
<p>2)The Instructional Coach is Reading Endorsed and serves as the Reading Coach for the school.</p>	<p>Baggett, Miranda,</p>
<p>3)A District/School Assessment Calendar will be created to meet state guidelines for F.A.S.T.</p>	<p>baggettm@gcpsmail.com</p>
<p>4)Based on Walk-Through Data and Progres Monitoring PLC topics will be created and published.</p>	
<p>5)SRLD will provide monthly professional development based on school need.</p>	
<p>6)Leadership team will attend the Universal Webex's provided by the SRLD.</p>	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

HMS works diligently to promote our school's vision, mission, values, and goals through parent and community engagement events and an active social media presence. Our school has has a Facebook page where we conduct, at a minimum, weekly Facebook sessions to promote messages about academic success and positive school culture.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success, students receive "I got caught" tickets and there is a monthly drawing per grade level to recognize students of character. Additionally, the morning news featuring our Guidance Counselor is used to promote positive behavior, respect, kindness, and an overall positive sense of community.

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

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 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 decisions involving the use of parental involvement funds for parent activities to achieve those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Also, parents are surveyed annually.