

Gadsden County Schools

Havana Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

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Havana Magnet School

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

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

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

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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 students to achieve academic and personal success in order to become responsible citizens in society.

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

Provide the school's vision statement.

The vision of Havana Magnet School is to 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.

Student Friendly-

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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. 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. 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>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.</p> <p>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</p> <p>Promote professional learning Facilitate improvements in instruction and student learning</p>
Dantley, Rechelle	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>
Hill, Kennedy	Attendance/Social Work	<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 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.</p>
Hart, Janice	Teacher, K-12	
Lee, Rachelle	Teacher, K-12	
Pringle, Meishikia	Teacher, K-12	
Highman, Keshandra	Teacher, K-12	
Williams, Adrian	Teacher, K-12	

Name	Position Title	Job Duties and Responsibilities
Hill, Dinesha	Teacher, K-12	
Fuller, Gloria	School Counselor	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

The school principal, assistant principals, instructional coach, team leaders, parents and Student Government officers will assist in the development of the SIP. Community school partners will also serve on this team. Yearend survey data from parents, teachers and students will be used to assist in the development of goals.

Regularly scheduled meetings will be placed on the school calendar and meeting invites will be sent seven days prior to the meeting.

Family and stakeholder engagement is critical to developing a schoolwide program. A diverse group of families/parent leaders (including parents of English will provide input on the development of the school wide plan by offering or connecting families/parents to training to enhance the instructional program and academic achievement of all students at the school. The school will make changes to the school wide plan based on input from families/parents.

HMS believes that parents should be involved and help make decisions concerning Title I. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. Havana Magnet School will ensure the organized, ongoing and timely manner of involving parents through the following methods:

Home-to-school and school-to-home communication in English and other languages

Flyers

Newsletters

HMS Parent and Guardian Remind messages

School Website

Email

Social Media Posts

Class Dojo

Clever

Classroom Remind

Parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used by:

Attending

School Advisory Council (SAC) meetings

Parent Expo Meetings

Annual Title I Meeting

Participating In

Parent and family engagement capacity-building activities

Reviewing

Academic data/Progress Monitoring Assessments
 Previous school year Parent and Family Engagement Plan

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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

Demographic Data
 Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	22	25	12	20	10	14	9	15	147
One or more suspensions	9	5	2	6	14	19	24	23	19	121
Course failure in English Language Arts (ELA)	4	5	2	6	14	19	24	23	19	116
Course failure in Math	7	2	15	7	3	19	7	6	5	71
Level 1 on statewide ELA assessment	0	0	0	31	20	18	23	25	13	130
Level 1 on statewide Math assessment	0	0	0	11	22	26	29	15	11	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	27	0	0	0	0	0	29

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	6	14	20	28	26	31	26	18	177

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	0	4	11	1	6	2	1	3	32
Students retained two or more times	0	0	0	2	2	1	1	4	2	12

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	1	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	8	5	3	0	1	0	17
Course failure in Math	0	0	0	10	3	3	0	1	0	17
Level 1 on statewide ELA assessment	0	0	0	30	33	31	21	16	19	150
Level 1 on statewide Math assessment	0	0	0	37	36	34	16	14	14	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	37	36	34	21	16	19	163	

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	14	0	3	0	1	0	18	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	1	0	1	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	8	5	3	0	1	0	17	
Course failure in Math	0	0	0	10	3	3	0	1	0	17	
Level 1 on statewide ELA assessment	0	0	0	30	33	31	21	16	19	150	
Level 1 on statewide Math assessment	0	0	0	37	36	34	16	14	14	151	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	37	36	34	21	16	19	163	

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	14	0	3	0	1	0	18	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	32	53	28	33	55	38		
ELA Learning Gains				37			39		
ELA Lowest 25th Percentile				31			29		
Math Achievement*	37	33	55	35	39	42	47		
Math Learning Gains				39			34		
Math Lowest 25th Percentile				45			34		
Science Achievement*	23	20	52	35	33	54	32		
Social Studies Achievement*	26	38	68	46	43	59	75		
Middle School Acceleration	65	56	70	55	46	51	52		
Graduation Rate		70	74		27	50			
College and Career Acceleration		69	53		58	70			
ELP Progress	46	50	55	60	59	70	30		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	252
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	94
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	2	1
ELL	36	Yes	2	
AMI				
ASN				
BLK	30	Yes	2	1
HSP	42			
MUL				
PAC				
WHT	26	Yes	1	1
FRL	36	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	38	Yes	1	
AMI				
ASN				
BLK	34	Yes	1	
HSP	42			
MUL				
PAC				
WHT	49			
FRL	38	Yes	1	

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			37			23	26	65			46
SWD	15			25			23				3	
ELL	30			48			18				4	46
AMI												
ASN												
BLK	29			34			21	13	54		6	
HSP	36			47			25	58			4	
MUL												
PAC												
WHT	13			38							2	
FRL	30			37			18	27	61		7	55

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	28	37	31	35	39	45	35	46	55			60
SWD	21	32	30	26	41	47	33					
ELL	18	40		41	24		42					60
AMI												
ASN												
BLK	27	35	31	29	37	38	26	45	40			
HSP	30	38		46	40		55					
MUL												
PAC												
WHT	39	45		58	53							
FRL	27	36	32	35	38	44	35	42	57			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	38	39	29	47	34	34	32	75	52			30
SWD	27	28	17	33	33	27	10	42				
ELL	38	44		67	50		45					30
AMI												
ASN												
BLK	36	38	31	42	30	33	28	70	44			
HSP	37	39		57	37		45					
MUL												
PAC												
WHT	41	40		75	64							
FRL	37	40	28	47	34	35	32	73	54			30

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	24%	10%	54%	-20%
07	2023 - Spring	32%	28%	4%	47%	-15%
08	2023 - Spring	33%	33%	0%	47%	-14%
04	2023 - Spring	28%	26%	2%	58%	-30%
06	2023 - Spring	25%	25%	0%	47%	-22%
03	2023 - Spring	27%	31%	-4%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	44%	35%	9%	54%	-10%
07	2023 - Spring	50%	38%	12%	48%	2%
03	2023 - Spring	22%	45%	-23%	59%	-37%
04	2023 - Spring	33%	24%	9%	61%	-28%
08	2023 - Spring	55%	38%	17%	55%	0%
05	2023 - Spring	47%	24%	23%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	3%	5%	-2%	44%	-41%
05	2023 - Spring	23%	15%	8%	51%	-28%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	25%	46%	50%	21%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	44%	9%	63%	-10%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	37%	-7%	66%	-36%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Havana Magnet School 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). 2022-2023 FAST (PM3) 73% of 3rd grade, 72% of 4th grade, 68% of 5th grade, 78% of 6th grade, 63% of 7th grade and 61% of 8th grade students scored below proficiency in ELA.

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.

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

What data components, based off progress monitoring and 2023 state assessments, demonstrate the greatest decline?

2020-2021, 75% of students scored proficiency in Social Studies; 2021-2022 46% of students scored proficiency in Social Studies; 2022-2023, 30% of students scored proficiency in Social Studies. Based on this data 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 Social Studies.

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.

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

ELA achievement

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

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 71% for 2023.

What were the contributing factors to this improvement?

- 1.Regular Data Chats
- 2.Use of spiral review
- 3.Exit Tickets
- 4.Teacher retention
- 5.Collaborative planning in content area
- 6.Tracking Data/Data Analysis
- 7.Targeted Instruction
- 8.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.

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

According to the EWS data from Part I:

Potential areas of concerns are attendance and students in grades 3rd through 8th scoring below proficiency in ELA.

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

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).

Area of Focus

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

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

FAST 2023 ELA Reading proficiency by grade levels are as follows:

Grade 3 - 27%, Grade 4 - 29%, Grade 5 - 34%, Grade 6 - 25%, Grade 7 - 33%, Grade 8 - 33%

FAST 2023 Mathematics proficiency by grade levels are as follows:

Grade 3 - 22%, Grade 4 - 33%, Grade 5 - 47%, Grade 6 - 43%, Grade 7 - 50%, Grade 8 - 54%

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 attain 41% proficiency for ELA, Mathematics, Science, and Civics overall achievement as well as maintain or increase our achievement score in Algebra 1 by 5%.

By June 2024, 41% 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:

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

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, District Math and Reading Specialist, Education Transformation Team 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.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Admin teams' plan is to build capacity of content teachers in identifying at risk students, using acceleration strategies, REL Southwest, IES National Center for Education Evaluation and Regional Assistance, 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 Walkthrough 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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, pre-conferences, observations, post conferences, co-teaching, post-conference with data. The master schedule allows for grade level tiered support with an SBT/RtI Resource Teacher. This will be implemented schoolwide.

Based on the reading proficiency across grade levels the impact is a part of what affect the proficiency levels in other areas. Reading is a skill that is needed in all content areas. The development of the reading content and staff/faculty B.E.S.T. benchmarks understanding, and instructional application will improve instruction delivery. This will serve to cross-pollinate the other content areas thus increasing engagement and understanding.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken 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)

By When: Weekly, monthly and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2024

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: Thelma Hickman (hickmant@gcpsmail.com)

By When: The monitoring process will consist of a weekly, monthly and quarterly check-in to encapsulate data after review to modify and improve process, procedures and instruction by June 2024.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address school needs. Based on the 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.

Measurable Outcome:

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

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.

- 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.

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.

Monitoring:

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

-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.

Person responsible for monitoring outcome:

Thelma Hickman (hickmant@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Use distributive leadership, What works Clearinghouse, 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Implement a research-based character education program Cloud9World. We plan to that focus on resiliency empowerment strategies for children. Character education and social skill development increase academic performance, desired behaviors, awareness and management of self and others, and overall student well-being.

We believe that we must have an integrated spiral curriculum engages students with character strength development from PK to 8th grade without repetition, making it an exciting journey for all students throughout their school years.

-Ensure a school team receives training on implementation of a school-wide Resiliency/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.

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

By When: By June 1, 2024

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When looking at subgroup data, SWD 41% below the Fed Index, ELL 40% below the Fed index, Black 35% below the Fed Index and Hispanic 38% below the Fed Index in ELA and SWD 4% below the Fed Index, Black 37% below the Fed Index, Hispanic 40% below Fed Index in math for 2022-2023. It is evident that we must take a closer look at core instruction in all content areas. Data from the state standardized tests and progress monitoring data from 2022/2023 indicates our SWD, ELL, Black, and Hispanic subgroups continue 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 the lowest proficiency of ELL'S, SWD's, ELL, Black, and Hispanic subgroups by 5% as measured by our state standardized assessment (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, STAR, and F.A.S.T PM1 and PM2. Monitoring assessments and common assessments.

Person responsible for monitoring outcome:

Deborah Shaffer (shafferd@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The strategy for improvement will be two-fold. 1. Teachers will be supported in all phases of the planning process by school leadership. 2. Within the planning process, school leadership will guide teachers to effectively embed cooperative learning structure that support student engagement. These components combine to support all subgroups (ELL, SWD, Black, and Hispanic).

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. Teachers (General Ed/ESE Resource) will model and scaffold steps or processes needed to demonstrate mastery.

We will use Multi-Tiered Support System(MTSS) and other interventions including tutoring and push-in support in targeted classrooms of standards, apply skills and complete tasks associated with the standards with increased confidence and competency. 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 FAST PM1 and PM2, 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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 align 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)

By When: June, 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

All decisions made about the allocations of funds will be based on school data in ELA, Math, Social Studies, and Science. Our attendance and behavioral data will be the focal point for SEL, Primetime, and Character Development. We have included twenty minutes a day for our middle school students, and K-5 will use Social Studies ies to ensure all student need are addressed.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 related 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 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 Measurable Outcomes

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 Measurable Outcomes

35 % of each grade 3-5 students will score a level 3-5 on the Reading FAST/FSA equivalence.

Monitoring

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 impact student achievement outcomes.

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. State Region Literacy Director will be providing guidance during their school visits.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

McGriff, Tammy, mcgriff@gcpsmail.com

Evidence-based Practices/Programs

Description:

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. §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:

Explain the rationale for selecting 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 evidence-based 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>McGriff, Tammy, mcgriff@gcpsmail.com</p>
<p>3)A District/School Assessment Calendar will be created to meet state guidelines for F.A.S.T.</p>	
<p>4)Based on Walk-Through Data and Progress 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>	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

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

To disseminate the SIP (School Improvement Plan), UniSIG (Unified School Improvement Grant) budget, and SWP (Schoolwide Plan) to various stakeholders, including students, families, school staff, leadership, and local businesses and organizations, a comprehensive and inclusive communication plan can be implemented. HMS is implementing the following:

1. Public Meetings**: Organize public meetings where the school leadership presents the SIP and budget details in a clear and concise manner, allowing stakeholders to ask questions and provide feedback.
 2. School Website**: Publish the SIP, budget, and SWP on the school's website in a parent-friendly language, using clear and simple explanations to enhance understanding.
 3. Parent Newsletters**: Distribute newsletters to parents that include summaries of the SIP, UniSIG budget, and SWP, highlighting key goals and initiatives in accessible language.
 4. Multilingual Materials**: Translate important documents into languages commonly spoken by families within the school community to ensure inclusivity and effective communication.
9. **Community Partnerships**: Collaborate with local businesses and organizations to create awareness about the school improvement initiatives, seeking their support and involvement.

5. Social Media**: Utilize social media platforms to share updates and progress on the SIP, UniSIG budget, and SWP to reach a broader audience.
6. Parent Workshops**: Organize workshops or webinars specifically designed to explain the SIP and budget in a language parents can easily understand, encouraging active participation and feedback.
6. Physical Displays**: Create visual displays at the school showcasing the key components of the SIP and UniSIG budget for easy access and understanding.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships with parents, families, and community stakeholders, the school will employ various strategies. One strategy is to have open communication channels which include monthly newsletters, mandatory parent-teacher conferences at least twice during the school term, and quarterly and Parent Expo meetings. Additionally, HMS plans to organize community events involving parents in the school events and seeking their input on decision-making which will foster a strong partnership.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen their academic programs, increase learning time, and offer an enriched and accelerated curriculum, HMS plans include the following:

1. We will work to develop a robust and relevant curriculum that aligns with the B.E.S.T. Educational Standards, integrates research-based teaching methods to incorporate real-world applications to engage students effectively.
2. Teachers and staff will participate in ongoing professional development to enhance our teaching skills, learn about innovative instructional techniques, and stay updated with the latest educational research and practices.
3. HMS wants to offer extracurricular activities, clubs, and programs that cater to diverse student interests, allowing them to explore new subjects and talents outside of the regular curriculum.
4. HMS will provide students with additional learning opportunities and academic support via our after school EduCare and EIR Academy.
5. Collaboration with Parents and Community: Schools may engage parents and the local community to support student learning outside of the classroom, promoting a holistic educational experience.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

HMS plans to align with programs such as Hope Harvest of the Big Bend.. This collaborative approach aims to create a cohesive and effective framework for addressing various needs and challenges in the community.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Like physical health, positive mental health promotes success in life. Mental Health affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, At HMS, we have developed with our Social Worker a monthly calendar of events to support mental health. Our goal is to enhance Mental Health Literacy and reduce stigma and other barriers to access, implement a continuum of evidence-based prevention practices, and establish an integrated framework of educational, social, emotional, and behavioral-health support for all.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Being college and career- ready can support students for a lifetime. Being prepared for postsecondary education or training that can result in better job opportunities for our scholars. As a result, At HMS, we host Career Day During Career day we invite a vast nuber of stakeholders to speak with students. . We also have a dedicated day for our scholars to "dress" as their career of choice.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

During the 23-24 school year, HMS will implement PBIS strategies to prevent behavior issues.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

At HMS, we will host weekly PLC's to address teaching and learning to ensure success. We will also implement monthly Professional Learning days for all staff. We have also developed literacy leadership teams for Reading and Math.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Pre- K transition meetings
Pre- K orientation
Home Visits
Step Up to Kindergarten Days at school level

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$203,772.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0091 - Havana Magnet School	UniSIG		\$10,000.00
			<i>Notes: "Support benchmark-based instruction through instructional planning with the administration, BSI, and district instructional specialists. Planning will occur one hour a day, 3 days a week, 4 weeks per month, for 10 months. Planning will take place before or after the contract work day. 15 participants x 1 hour x 4 WEEKS X 10 months X 35 = \$21,000</i>			
	6400	240	0091 - Havana Magnet School	UniSIG		\$120.00
			<i>Notes: Worker's Compensation (Planning X .012)</i>			
	5100	510	0091 - Havana Magnet School	UniSIG		\$2,360.23
			<i>Notes: Office and instructional supplies to support instruction (duplicating paper, printer cartridges, paper clips, markers, binders, materials for wet labs)</i>			
	5100	520	0091 - Havana Magnet School	UniSIG		\$8,475.00
			<i>Notes: Everglades Math books (3rd -8th grades), supplemental math books to support Tier 2 and Tier 3 intervention time 500 books x \$16.95/book</i>			
	6400	330	0091 - Havana Magnet School	UniSIG		\$3,975.00
			<i>Notes: Model Schools Conference Jun 25th - 28th (\$795 x 5 participants)</i>			
	6400	330	0091 - Havana Magnet School	UniSIG		\$5,270.00
			<i>Notes: Travel. Model School Conference Travel \$356 (car rental and per diem) + Hotel accommodations: \$200/night x 3 nights x 5 participants=\$9000 + Meals: \$36/day x 3 days x 5 participants=\$1,620</i>			
	6400	510	0091 - Havana Magnet School	UniSIG		\$2,250.00
			<i>Notes: Teach Up! 60 copies Subtotal Before Tax \$2,099.40 Estimated Shipping \$60.40"</i>			
	5100	120	0091 - Havana Magnet School	UniSIG	2.0	\$42,000.00
			<i>Notes: Interventionists to provide for support for students with deficiencies in core subject areas (2 employees x \$21,000- Part time)</i>			
	5100	210	0091 - Havana Magnet School	UniSIG		\$5,002.20
			<i>Notes: Retirement for interventionists(Planning X .1191)</i>			
	5100	220	0091 - Havana Magnet School	UniSIG		\$3,213.00
			<i>Notes: FICA for interventionists (Planning X .0765)</i>			
	5100	230	0091 - Havana Magnet School	UniSIG		\$11,400.00
			<i>Notes: Group insurance (\$5,700 x 2)</i>			

	5100	240	0091 - Havana Magnet School	UniSIG		\$504.00
<i>Notes: Worker's Compensation (Planning X .012)</i>						
	5100	330	0091 - Havana Magnet School	UniSIG		\$5,000.00
<i>Notes: Entry fees for up to 5 field trips (Up to 5 trips x \$1375/trip) to expose students to experiences outside of the classroom (MagLab approx 150 students/1375= 9 per student Marianna Caverns 175 students/1375==8 per student productions on local universities 160 students/1375=9 per student campus Trip to a farm 150 students/1375= 9 per student</i>						
	7800	160	0091 - Havana Magnet School	UniSIG		\$8,000.00
<i>Notes: Field Trip Transportation to include a stipend for for drivers for end of the year field trip using charter bus</i>						
	6400	120	0091 - Havana Magnet School	UniSIG		\$10,000.00
<i>Notes: Stipends for monthly Professional Development for Teachers after school 9 hours x \$35/hour x 45 teachers</i>						
	6400	210	0091 - Havana Magnet School	UniSIG		\$1,688.24
<i>Notes: Retirement (\$14,175 X .1191)</i>						
	6400	220	0091 - Havana Magnet School	UniSIG		\$1,084.39
<i>Notes: FICA (\$14,175 X .0765)</i>						
	6400	210	0091 - Havana Magnet School	UniSIG		\$1,500.00
<i>Notes: Retirement for math specialists (\$5500 x 10%/4 = \$1375)</i>						
	6400	220	0091 - Havana Magnet School	UniSIG		\$1,147.50
<i>Notes: FICA for math specialist (\$4207.50 x 7.65%/4 = \$1052)</i>						
	6400	230	0091 - Havana Magnet School	UniSIG		\$1,250.00
<i>Notes: Group Insurance (\$5000/4 = \$1250)</i>						
	6400	240	0091 - Havana Magnet School	UniSIG		\$217.50
<i>Notes: Workers Comp (\$55,000 x 1.45%/4 = \$199)</i>						
			0091 - Havana Magnet School			\$8,316.00
<i>Notes: Topscore- this will be the writing curriculum we will use to prepare for</i>						
	5100	510	0091 - Havana Magnet School	UniSIG		\$19,000.00
<i>Notes: Measuring Up! resource for ELA and Math- grades 3 - 8 (15 sets x \$331.95)</i>						
	5100	360	0091 - Havana Magnet School	UniSIG		\$7,100.00
<i>Notes: Licenses for Nearpod access. Resource allows teachers to make instruction interactive, provides access to online resources and assessments (750 students + 2 virtual trainings)</i>						

			0091 - Havana Magnet School	UniSIG		\$7,999.44
			<i>Notes: Supplemental, manipulative-based resource, Hand2Mind, aligned with the B.E.S.T. Standards and the science of reading</i>			
	6400	130	0091 - Havana Magnet School	UniSIG	0.25	\$15,000.00
			<i>Notes: Salary. Math specialist to support teachers and students B.E.S.T. Math Standards implementation through onsite and virtual support, modeling, coaching, data analysis (\$60,000/year divided by 4 schools = \$15,000)</i>			
	5100	120	0091 - Havana Magnet School	UniSIG		\$10,500.00
			<i>Notes: Salaries. Provide before, after and summer instruction to accelerate learning (instruction based on the science of reading and math) to reduce/eliminate reading deficiency at the primary level (3 teachers x \$35/hour x 2 hours/day x 50 days = \$10,500)</i>			
	5100	210	0091 - Havana Magnet School	UniSIG		\$803.25
			<i>Notes: Retirement of Beyond The School Day activities (\$10,500 x 7.65%)</i>			
	5100	510	0091 - Havana Magnet School	UniSIG		\$1,596.75
			<i>Notes: Instructional materials and supplies for Beyond the School Day activities (paper, pencils, markers, pens, highlighters, manipulatives for hands-on instruction in math, ELA and science)</i>			
	5100	330	0091 - Havana Magnet School	UniSIG		\$9,000.00
			<i>Notes: Transportation for end of the year field trips used as culminating activities to curricular units of study for middle school students, ex. college tour, other state-approved location (3 charter buses x \$3,000/bus)</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0091 - Havana Magnet School	UniSIG		\$7,500.00
			<i>Notes: Materials and supplies to help support and promote character education, positive culture and a safe environment. We plan to purchase educational games, sensory items, and sensory materials. We will also incorporate digital and in person professional learning opportunities on topics such as trauma sensitive classrooms, teaching self-regulation, strategies for emotions management, and mindfulness videos</i>			
	6300	311	0091 - Havana Magnet School	UniSIG		\$15,000.00
			<i>Notes: Contracted services. Individual trained in Restorative Practices to support students exhibiting behaviors that create barriers to learning for themselves and others.</i>			
	6400	150	0091 - Havana Magnet School	UniSIG		\$2,500.00
			<i>Notes: Stipend for staff members to participate in cultural sensitivity trainings (Dealing with children experiencing Adverse Childhood Experiences, mental health wellness, CPI training). (At least 6 staff members x20 hours x \$25/hour)</i>			
3	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	150	0091 - Havana Magnet School	UniSIG		\$2,500.00

			<i>Notes: Stipend for staff members to participate in sensitivity trainings (Dealing with children experiencing Adverse Childhood Experiences, mental health wellness, CPI training; professional development aligned with the implementation of approved curricular resources) (At least 5 staff members x 20 hours x \$25/hour = \$2,500)</i>		
	6400	510	0091 - Havana Magnet School	UniSIG	\$2,900.00
			<i>Notes: Materials and supplies to support professional learning activities aligned with sensitivity training, core curricular resource training (pens, markers, posters, chart paper, paper, consumable supplies)</i>		
	5100	510	0091 - Havana Magnet School	UniSIG	\$3,000.00
			<i>Notes: HMS will implement P.R.I.M.E. (Purposeful Remediation Intervention Mentor and/ or Enrichment) time for all middle school students. The Master Schedule scheduled 20-minutes per day for Students to participate in character education three days a week and AR twice a week. Funds will be used to purchase AR books as aligned and listed in the BEST Standards for ELA.</i>		
	6400	120	0091 - Havana Magnet School	UniSIG	\$5,600.00
			<i>Notes: Stipend for staff members to participate in sensitivity trainings (Dealing with children experiencing Adverse Childhood Experiences, mental health wellness, CPI training; professional development aligned with the implementation of approved curricular resources) (At least 8 staff members x 20 hours x \$35/hour = \$5,600)</i>		
Total:					\$242,772.50

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No