

Leon County Schools

HAZVINI LEARNING CENTER



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Ghazvini Learning Center is to create a unique and adaptable educational environment that will meet the needs and aspirations of our students. Students will be provided opportunities to access the curriculum at an accelerated pace and to recover from academic deficiencies. We strive to assist students in reaching their highest potential and achieving the goal of earning high school diplomas. We will create partnerships between students, parents, community and the school. We will promote the development of a community of life-long learners ready to be successful both academically and professionally.

Provide the school's vision statement

By focusing on the whole student, we will prepare students for leadership, service and success as global citizens with a sense of civic responsibility. By fostering safe and nurturing classrooms and putting an emphasis on personal growth, integrity, and academic acceleration, our students will be able to succeed in any collegiate or professional training program they choose.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Amy Alvis

alvisa@leonschools.net

Position Title

Principal

Job Duties and Responsibilities

Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Leadership Team Member #2**Employee's Name**

Moses Johnson

johnsonm@leonschools.net

Position Title

Assistant Principal of Administration

Job Duties and Responsibilities

Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Leadership Team Member #3**Employee's Name**

Katherine Giglio

gigliok@leonschools.net

Position Title

Assistant Principal for Curriculum

Job Duties and Responsibilities

Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and

intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

2. Stakeholder Involvement

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

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

A team of stakeholders are assigned to analyze data to review student progress and determine required interventions. This team consists of school administrators, department heads, the literacy coach and the testing coordinator. The School Advisory Council was also asked to review the SIP draft and provide input.

3. SIP Monitoring

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

A team of stakeholders are assigned to analyze data to review student progress and determine required interventions. These teams meet bi weekly. This team consists of school administrators, department heads, the literacy coach and the testing coordinator. The team works together to make revisions to the plan as needed.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: I 2023-24: I 2022-23: 2021-22: I 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							1	30	41	72
Absent 10% or more school days							1	27	34	62
One or more suspensions							1	19	31	51
Course failure in English Language Arts (ELA)							1	12	8	21
Course failure in Math							1	10	10	21
Level 1 on statewide ELA assessment							1	21	23	45
Level 1 on statewide Math assessment							1	20	29	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							0	11	13	24
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							1	25	37	63

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	12	14	27
Students retained two or more times							0	12	13	25

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								18	23	41
One or more suspensions								13	19	32
Course failure in English Language Arts (ELA)								9	12	21
Course failure in Math								7	9	16
Level 1 on statewide ELA assessment								16	23	39
Level 1 on statewide Math assessment								18	22	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								19	25	44

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								10	8	18
Students retained two or more times								9	7	16

2. Grades 9-12 (optional)

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	2	56	59	2	53	55	6	51	50
Grade 3 ELA Achievement									
ELA Learning Gains	31	55	58	31	53	57			
ELA Lowest 25th Percentile		47	56	60	49	55			
Math Achievement*	1	44	49	2	43	45	2	45	38
Math Learning Gains	24	44	47	47	42	47			
Math Lowest 25th Percentile		43	49	75	38	49			
Science Achievement	3	70	72	4	61	68	12	65	64
Social Studies Achievement*	0	71	75	13	73	71	10	77	66
Graduation Rate	13	87	92	22	88	90	24	89	89
Middle School Acceleration	0			10			5		
College and Career Acceleration		65	69	7	62	67	0	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		44	52		46	49		45	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	9%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	74
Total Components for the FPPI	8
Percent Tested	67%
Graduation Rate	13%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
9%	25%	8%	17%	21%		22%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	14%	Yes	6	6
Black/African American Students	11%	Yes	6	6
Economically Disadvantaged Students	10%	Yes	6	6

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	2%		31%		1%	24%		3%	0%	0%	13%		
Students With Disabilities	4%		33%		0%	29%		8%			10%		
Black/African American Students	4%		37%		2%	32%		0%	0%	0%	10%		
Economically Disadvantaged Students	2%		29%		0%	27%		4%		0%	8%		

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	2%		31%	60%	2%	47%	75%	4%	13%	10%	22%	7%	
Students With Disabilities	0%		22%		0%	36%		0%		0%	53%		
Black/African American Students	4%		26%		2%	48%	82%	5%	8%	11%	24%	8%	
Economically Disadvantaged Students	5%		33%		2%	46%	70%	6%	20%	14%	0%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	6%				2%			12%	10%	5%	24%	0%	
Students With Disabilities	0%				0%				0%		50%		
Black/African American Students	7%				2%			13%	0%	0%	22%	0%	
Economically Disadvantaged Students	10%				3%			16%	4%	7%	21%	0%	

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	9%	55%	-46%	58%	-49%
ELA	8	5%	54%	-49%	55%	-50%
ELA	9	6%	53%	-47%	56%	-50%
Math	8	5%	46%	-41%	57%	-52%
Science	8	0%	41%	-41%	49%	-49%
Biology		6%	75%	-69%	71%	-65%
Algebra		0%	55%	-55%	54%	-54%
Geometry		0%	54%	-54%	54%	-54%
History		0%	69%	-69%	71%	-71%
ELA	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	16%	-16%	16%	-16%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	17%	-17%	18%	-18%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

ELA Achievement gained 1% over the previous year. In order to keep students in class for instruction, we implemented a new PBIS program and restorative and Trauma informed practices. We also used intervention programs Aleks and IXL to improve learning gaps.

Lowest Performance

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

In Math we went from 75% gains in the lowest quartile to 28% gains. Lack of employment of teacher certified in Mathematics was a contributing factor as well as having huge gains the previous year.

Greatest Decline

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

In Math we went from 75% gains in the lowest quartile to 28% gains. Lack of employment of teacher certified in Mathematics was a contributing factor as well as having huge gains the previous year.

Greatest Gap

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

Science is an area where we had a great gap with the state. Due to working with students who are below their grade level and behind in credits, we accelerate where we can. We are changing our approach to accelerating students in 8th grade by registering them for Environmental Science instead of Biology.

EWS Areas of Concern

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

Attendance is the largest area of concern.

Highest Priorities

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

Attendance
ELA gains
Math gains

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Math lowest 25% gains for the 24-25 went from 75% to 27% while the state average was 49% gains in this same area. Factors that contributed to this decline was the lack of a certified math teacher and student population attends school due to being below grade level and behind on credits.

Measurable Outcome

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

Math lowest 25% gains will increase from 27% to 29% which is still below state average of 49%, but with our population still working toward gains.

Monitoring

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

ALEKS progress monitoring will be used as well as data from classroom teachers. Additionally, every two weeks, teachers will meet to discuss data and formulate plans for intervention.

Person responsible for monitoring outcome

Administration, Academic Coach, Teachers

Evidence-based Intervention:

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

Description of Intervention #1:

ALEKS is an evidence-based program that helps students achieve mastery through personalized assessments and support.

Rationale:

The rationale for using ALEKS is that it is a district adopted program that allows for individual student support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Teachers and students will review ALEKS scores bi-weekly and formulate plans for continued student progress.

Person Monitoring:

Teachers and students

By When/Frequency:

bi-weekly

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

Students will locate scores in ALEKS Teachers will be able to review data with students Data will be reviewed at bi-weekly team meetings Small group instruction

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Attendance: Daily attendance was below 90%. With some students not attending consistently, we have struggled to make academic gains.

Measurable Outcome

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

Attendance: Daily attendance average was 66% for the 24-25 school year. For the 25-26 school year, we will improve to 70% giving us a 4% growth.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

- Attendance will be monitored daily by admin and one of our social workers daily.
- Guardians of students not in attendance will receive a phone call when student is not at school.
- Attendance data will be reviewed bi-weekly in teacher team meetings.
- Teachers and staff will document attendance calls and warning letters in focus per district requirements
- Admin will meet with students and parents who are not meeting the school's 80% attendance rate after 4 weeks of possible school days
- Parent and student will sign an attendance contract
- Students who have 80% attendance will be eligible to attend monthly school activities
- Students will receive PBIS school PRIDE dollars for attendance
- Admin will have intermittent drawings for gift cards and extra events choosing from students who have at least 80% attendance
- Weekly attendance rate will be announced during morning announcements on Fridays

Person responsible for monitoring outcome

Administrators, teachers, social workers, and support staff.

Evidence-based Intervention:

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

Description of Intervention #1:

Strategies from PBIS will be used as a Tier 2 and Tier 3 intervention.

Rationale:

PBIS is our District recommended evidence-based program.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Students who have 80% attendance will be eligible to attend monthly school activities.

Person Monitoring:

Administration, teachers, social workers, other

By When/Frequency:

Monthly

student support personnel.

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

All students who have achieved 80% attendance will be invited to a monthly celebration. Student list will be monitored to see who is meeting criteria.

Action Step #2

Students will receive PBIS school PRIDE dollars for attendance.

Person Monitoring:

Administration, teachers, social workers, other
student support personnel.

By When/Frequency:

Weekly

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

Students will use PRIDE dollars to purchase items in the school store at the end of the 9 weeks.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

<https://www.leonschools.net/GLC>

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

<https://www.leonschools.net/GLC>

Plans to Strengthen the Academic Program

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

- Increased attendance
- Interventions to improve Math using ALEKS
- Trauma informed care
- Restorative Practices

How Plan is Developed

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

Plan was developed with stakeholders including, administration, support staff, parents and the School Advisory Council

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

The school partners with several outside agencies including the Council on the Status of Men, Oasis for girls, local mentors, the Sheriff's department, as well as mental health agencies to connect students with services. On campus students are supported by care specialist to provide strategies to resolve conflict and regulate enabling students to remain in the learning environment and staff are trained to use Restorative and Nonviolent Communication practices.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

The students have access to Xello, a districtwide and statewide program that builds knowledge of available post-secondary options for students to explore. The students will also participate in the World of Work expo to explore various career options. *The school also partners with the state's Florida Ready to Work Program offering oft Skills for Employment.*

Addressing Problem Behavior and Early Intervening Services

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

Ghazvini Learning Center practices Non-violent Communication and utilizes a Restorative Practice Model to ensure all community members are treated with kindness, equity, and accountability. Our Intervention model is centered around the development and maintenance of positive relationships of students with other students, staff, and the school environment. Every teacher is expected to develop and maintain a "Relationship Agreement" within their classroom. These agreements are not "set in stone" once produced; as the class develops beyond the need to focus on an expectation, it may be removed, or another previously unidentified expectation may be added over time.

While the relationship agreement does not stand as a replacement for the school or district level code of conduct, it does offer a framework for engagement, instruction, redirection, and accountability.

Redirection/Check in Clear Communication of Expected Behavior

- The teacher will address behavior that violates communicated expectations and communicate that the student needs to stop the activity or behavior. Allow the student time to “save face” and return to appropriate tasks. If the student recovers, acknowledge their effort to return to compliance behaviors. A discrete ‘check in’ is appropriate to determine an underlying concern that may be prompting the student to fail to meet expectations.

Opportunity to Reset with/without Assistance of Care Staff

- If the student appears to struggle with making a choice that reduces harm to the classroom environment or the functioning of the lesson, a teacher may offer an opportunity for the student to choose to take a short break inside or just outside the classroom to ‘chill’ and plan to return within a short time (1-2 minutes) and return to expected behaviors. If the student elects to take this opportunity and communicates they are not ready to return to class, a Care specialist (or support staff) should be notified to further supervise the student. A teacher may also seek the support of Care staff (Guidance or a requested Administrator) to aid in supporting the student (Mandatory Reset) this student will be briefly processed and may be returned to class with the expectation that they meet expectations moving forward.

Classroom Consequence

- Teachers will communicate and uphold a classroom consequence. This is an additional attempt to redirect the student within the classroom environment and the student should be encouraged to do what it takes to recover, correct, and remain in class

Out of Classroom Consequence

- Having exhausted classroom interventions including attempted parent contact, Teachers should enter a behavior referral into FOCUS. Remember to maintain objectivity and relay the observable facts of the incident. Referrals in FOCUS are available to the parent, student, and district as documents to describe the interventions and actions of the staff and students involved. Please only include the name of the referred student in their referral. Include the redirections and interventions attempted.

- Teachers should notify parents/guardians of the incident that occurred in the classroom and that the student was referred to the office.
- Administration will conference with the student and determine a consequence according to the Matrix.

Professional Learning and Other Activities

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

Teachers and staff are encouraged to attend district sponsored trainings. On campus professional development is provided in the areas of instructional technology, culture building, trauma informed care and restorative practices including non violent communication. Staff also have an opportunity to participate in a book study each semester.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Resources used for identified students are based on the district approved and supported TIER 1, 2 and 3, resources.

Specifics to Address the Need

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

Resources used for identified students are based on the district approved and supported TIER 1, 2 and 3, resources.

FAST scores will be monitored as well as data from Language Live for middle school and Lexia Power Up for high school during bi-weekly meetings ALEKS will be monitored on the same schedule for students in our math classes.

UNISIG Funds will be used to hire and ESE teacher 0.6167 units to support our goal to increase Math gains by providing small group instruction for our ESE students. We will also use 3.070 units of paraprofessional support to ensure small group instruction in Math.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus <i>Retirement for classroom teachers</i>	Instructional Practice - Math	5100/2100	UNISIG	0.0	4, 284.77
School Areas of Focus <i>Classroom Teachers Supplemental highly qualified classroom teacher salaries to provide core instruction</i>	Instructional Practice - Math	5100/1200	UNISIG	1.6	28, 540.03
School Areas of Focus <i>Medicare classroom teachers</i>	Instructional Practice - Math	5100/2210	UNISIG	0.0	442.83
School Areas of Focus <i>Life Insurance for classroom teachers</i>	Instructional Practice - Math	5100/2310	UNISIG	0.0	50.00
Total	School Areas of Focus				33, 317.63
Plan Budget Total					33, 317.63