

Seminole County Public Schools

# LAKE MARY HIGH SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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

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

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Empowering RamNation to Be Respectful, Be Responsible, Be Engaged, and Be the Change we hope to see in the world.

### Provide the school's vision statement

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Lake Mary High School will consciously work to establish a community of engaged educators and learners who will thrive in a safe and supportive environment. In the classroom, teachers will invest in and motivate students to help them achieve their personal best. Students will leave Lake Mary High School with a sense of purpose for their lives, equipped with tools and a plan for how to make an impact beyond high school.

## B. School Leadership Team

### School Leadership Team

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

### Leadership Team Member #1

#### Employee's Name

Dr. Mickey Reynolds

#### Position Title

Principal

#### Job Duties and Responsibilities

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Ensuring School Improvement Plan is fully implemented and that all school board policy is followed to serve students with quality instruction and preparation for future success.

### Leadership Team Member #2

#### Employee's Name

Matthew Ackley

#### Position Title

Assistant Principal

**Job Duties and Responsibilities**

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Principal Designee, Social Studies, PE, Facilities, Athletics/Booster Club, Emergency Procedures, Graduation, Minga Team Leader, Summer School Principal

**Leadership Team Member #3**

**Employee's Name**

Melisa Ayala-Cruz

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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English, Reading, ESOL, Student Services, Master Schedule, Attendance, Clinic, Student/Teacher of the Month

**Leadership Team Member #4**

**Employee's Name**

Datasha Dukes

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Math, World Languages, Fleece, Support Staff, Substitutes, Textbooks, Acceleration Rate, Advanced Opportunities, Dividends/Mentors, Title IX, BCA Team

**Leadership Team Member #5**

**Employee's Name**

Melissa Flory

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Science, Fine and Performing Arts, Professional Development, PTSA, Curriculum Leaders, Teacher/Employee of the Year

**Leadership Team Member #6**

**Employee's Name**

Rebecca Southworth

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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ESE, CTE, Student Activities, Paraprofessionals, Discipline, Safety Guards, School Improvement Plan, MTSS, PBIS, School Advisory Council, Restorative Practices, BCA Team

**Leadership Team Member #7**

**Employee's Name**

Kathy Aslin

**Position Title**

School Administration Manager

**Job Duties and Responsibilities**

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Testing Coordinator, AP Coordinator, Transition Program, GOAL/Plato, Media Center, Student Data Reports, Schedules and Calendars

**Leadership Team Member #8**

**Employee's Name**

Shrell Chamberlain

**Position Title**

Dean

**Job Duties and Responsibilities**

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Discipline, Parking, Truancy

**Leadership Team Member #9**

**Employee's Name**

John Robinson

**Position Title**

Dean

**Job Duties and Responsibilities**

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Discipline, Transportation, Lockers

**Leadership Team Member #10**

**Employee's Name**

Winnola Grigley

**Position Title**

Director of Student Services

**Job Duties and Responsibilities**

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Director of Student Services, School Counselor, Tutoring Program, Dual Enrollment

**Leadership Team Member #11**

**Employee's Name**

Ronald Motley

**Position Title**

Behavior Interventionist

**Job Duties and Responsibilities**

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Behavior Interventionist, MTSS Lead, PBIS Lead, BCA Lead

**Leadership Team Member #12**

**Employee's Name**

Rick Weyers

**Position Title**

Athletic Director

**Job Duties and Responsibilities**

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Athletic Director, Facilitron/Event Calendar, OJT Coordinator, Student Assistants

**Leadership Team Member #13**

**Employee's Name**

Nina Barth

**Position Title**

Literacy Coach

**Job Duties and Responsibilities**

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Literacy and Instructional Coach



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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Lake Mary High School faculty and staff ascribe to an environment of open, productive communication to uphold all aspects of our mission statement, which is "Empowering RamNation to Be Respectful, Be Responsible, Be Engaged, and Be the Change we hope to see in the world". Our commitment to providing High Expectations with High Support reaches beyond our classrooms, taking a comprehensive approach which involves all our stakeholders. Be the Change Club and Interclub Council work towards interacting with other clubs on campus to accomplish the goal of emotional safety and inclusivity on campus. PTSA works extensively to also support this goal, by engaging in initiatives to reward excellence both for teachers and students. Our SAC meets monthly to support the needs of our teachers in the classroom, setting them up with state-of-the-art equipment and materials to increase student achievement.

Lake Mary High School has an extensive Business Partnership and Corporate Sponsorship program, which drives initiatives related to improving school culture. For example, at the beginning of each year, several business partners donate tangible items or monetary gifts that go back to programs like student and staff of the month. To increase post-secondary support and opportunities, we organize sessions multiple times each month with TRIO through Seminole State College. SSC and Trio have been instrumental in advising and mentoring those students who need application assistance or assistance with financial aid. Another key stakeholder group for LMHS is Rotary, who supports our "Graduate with Dignity Program" which enables several students to graduate with their classmates by providing financial support. Rotary also supports other initiatives at our school, including the food pantry, which has food for families every Friday for pick up. Lastly, Lake Mary High is proud of the Corporate Sponsorship program that is in place to support athletic programs. Local businesses pay to have their branding endorsed on our athletics fields, raising on average \$90,000 per year. In addition, the Athletics Boosters program raises another \$30,000 per year to help ensure equipment and equitable opportunities for athletic participation. Band, Drama, and JROTC also have Booster programs that support funding for their programs.

### SIP Monitoring

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

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Our school SIP is based each year upon important student data, as well as honest input gathered by our stakeholders through monthly parent and student organization meetings, and school and community surveys. Once the SIP is reviewed and approved, we push it out to those responsible for implementation. Many of these action items are covered during important PD opportunities offered at the beginning of the school year and/or during pre-plan. We monitor these plans monthly through Department PLC meetings. Our APs attend cadres where they continue to identify achievement gaps and pick up valuable resources for improving student achievement. Our leadership team will meet weekly to review action items on the SIP and amend as necessary to show continuous improvement. We also hold more in depth quarterly reviews where we look at school improvement based off of action item initiatives.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>50.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>45.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	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

### Current Year (2024-25)

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

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

### Current Year (2024-25)

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

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

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62	62	55	54	55	50	59	57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	65	63	57				55		
ELA Learning Gains Lowest 25%	64	61	55				41		
Math Achievement *	39	44	45	34	39	38	43	40	38
Math Learning Gains	48	50	47				44		
Math Learning Gains Lowest 25%	56	54	49				48		
Science Achievement *	74	72	68	67	69	64	67	48	40
Social Studies Achievement *	74	74	71	69	70	66	68	51	48
Graduation Rate	92	92	90	95	94	89	97	70	61
Middle School Acceleration								48	44
College and Career Readiness	62	61	67	56	60	65	56	71	67
ELP Progress	66	64	49	40	59	45	70		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	702
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	92%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	63%	59%	56%		60%	59%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	49%	No		
Asian Students	75%	No		
Black/African American Students	50%	No		
Hispanic Students	61%	No		
Multiracial Students	62%	No		
White Students	69%	No		
Economically Disadvantaged Students	57%	No		

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	4	
English Language Learners	40%	Yes	1	
Asian Students	72%	No		
Black/African American Students	43%	No		
Hispanic Students	56%	No		
Multiracial Students	56%	No		
White Students	71%	No		
Economically Disadvantaged Students	51%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	3	
English Language Learners	46%	No		
Native American Students				
Asian Students	61%	No		
Black/African American Students	43%	No		
Hispanic Students	53%	No		
Multiracial Students	65%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	50%	No		

### D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%		65%	64%	39%	48%	56%	74%	74%		92%	62%	66%
Students With Disabilities	20%		52%	54%	10%	36%	48%	38%	35%		94%	23%	44%
English Language Learners	18%		52%	56%	28%	37%	48%	58%	50%		82%	42%	66%
Asian Students	71%		71%		48%	52%		77%	86%		100%	94%	
Black/African American Students	42%		58%	57%	16%	42%	55%	48%	60%		88%	35%	
Hispanic Students	55%		65%	62%	36%	45%	55%	75%	71%		89%	52%	66%
Multiracial Students	54%		63%	82%	34%	29%		77%	58%		96%	67%	
White Students	71%		67%	69%	49%	52%	56%	79%	80%		94%	70%	
Economically Disadvantaged Students	52%		63%	59%	31%	45%	54%	64%	63%		87%	46%	64%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	54%				34%			67%	69%		95%	56%	40%
Students With Disabilities	17%				15%			29%	26%		93%	20%	56%
English Language Learners	19%				7%			36%	33%		79%	40%	65%
Asian Students	72%				50%			89%	65%		91%	62%	
Black/African American Students	36%				14%			39%	44%		91%	31%	
Hispanic Students	47%				26%			59%	57%		93%	47%	64%
Multiracial Students	49%				39%			68%	67%				
White Students	60%				44%			76%	81%		97%	65%	
Economically Disadvantaged Students	39%				22%			52%	53%		91%	37%	64%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	59%		55%	41%	43%	44%	48%	67%	68%		97%	56%	70%
Students With Disabilities	21%		36%	27%	20%	34%	40%	28%	43%		92%	19%	60%
English Language Learners	25%		51%	47%	19%	40%	50%	38%	35%		95%	39%	71%
Native American Students													
Asian Students	58%		57%		35%	29%		61%	92%		97%	62%	
Black/African American Students	37%		36%	31%	19%	36%	44%	46%	53%		98%	33%	
Hispanic Students	50%		53%	38%	36%	44%	43%	58%	55%		97%	46%	67%
Multiracial Students	54%		56%		54%	33%		70%	89%		100%	60%	
Pacific Islander Students													
White Students	69%		60%	49%	54%	48%	54%	78%	75%		97%	66%	
Economically Disadvantaged Students	43%		48%	37%	30%	38%	45%	51%	56%		97%	41%	68%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	60%	60%	0%	53%	7%
Ela	9	62%	61%	1%	53%	9%
Biology		73%	70%	3%	67%	6%
Algebra		23%	53%	-30%	50%	-27%
Geometry		43%	55%	-12%	52%	-9%
History		74%	72%	2%	67%	7%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		21%	19%	2%	16%	5%
Geometry		0%	32%	-32%	21%	-21%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	19%	-4%	17%	-2%
Geometry		29%	33%	-4%	16%	13%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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?

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We saw learning gains across the board, however our biggest improvement was in 9th grade ELA. We grew 15.5 percentage points (from 49% to 62.5%). Our teachers participated in BEST PD trainings and worked together during common plan and PLCs to look at data and share resources (study sync) that would benefit student achievement. They, along with our reading teachers also worked with our literacy coach to further improve foundational skills and test taking strategies.

##### Lowest Performance

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

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Math remains our lowest achieving subject area. Algebra is slowly climbing from 21% last year to 26.43% this year; however we have a ways to go. Geometry shows 43.7% achievement (2.7% improvement from last year) Geometry scores are low across the district. We no longer offer a liberal arts math, so every student is required to take Geometry immediately after Algebra 1, where they struggled. We had a mid-year teacher retirement and resignation, which also had an effect on classroom instruction/performance.

##### Greatest Decline

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

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The greatest and only decline this year from 2022-2023 is in our graduation rate (92%). This has us looking closely at our Operation Graduation numbers and concordant scores met. We made an important decision last year to only offer credit recovery (PLATO) to seniors. The change in concordant score requirements, along with our remaining pandemic students are contributing to this decline. We have a need for stronger SAT test prep in ELA courses and remedial math foundational instruction.

##### 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.

---



According to FLDOE reporting, our gap lies in the Algebra 1 EOC. The State's mean scale score is 397 with a 50% pass rate with 3+. Our school's proficiency is a 383 scale score with only 24% meeting a level 3+.

### **EWS Areas of Concern**

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

---

No Answer Entered

### **Highest Priorities**

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

---

1. Focus on Conditions for Learning (BCA)
2. Increase achievement of SWD (At 40% which is below 41% ESSA designation), specifically in math.
3. Increase Safety Measures on campus
4. 100% Acceleration by 2025
5. Operation Graduation 2025- all students will meet requirements

## 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

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

---

Math proficiency rate on EOC assessments. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #7

#### Measurable Outcome

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

---

Our goal is to increase the Math proficiency rate from 39% to 44%.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Teachers will have common assessment data to drive instruction and focus on areas to spiral back in.
- District Benchmarks and STAR data will also be used to focus on content and student learning.
- Common planning and analyzing data through PLCs.

#### Person responsible for monitoring outcome

Datasha Dukes

#### Evidence-based Intervention:

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

#### Description of Intervention #1:

Saavas, Math Nation, STAR, Data folders, PD with District personnel for best practices

**Rationale:**

All the listed interventions have research-based evidence for efficacy.

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Effectively utilize Professional Learning Communities to improve student achievement

**Person Monitoring:**

Dukes

**By When/Frequency:**

Monthly

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

Teachers will have common PLC planning. They will hold data chats to include support facilitators where they will review individual student data, along with a breakdown of concepts not mastered. They will then develop a plan on how to differentiate instruction.

**Action Step #2**

Build remediation through Algebra 1 Foundation courses

**Person Monitoring:**

Dukes

**By When/Frequency:**

Quarterly/Ongoing

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

Set up remedial Algebra 1 intensive/foundations courses. Students that have Algebra 1 and foundations will have Algebra 1 earlier in the day. Support facilitator will be present during those classes to assist in small group rotation and remediation.

**Action Step #3**

Effectively utilize District Instructional Support

**Person Monitoring:**

Dukes

**By When/Frequency:**

Fall 2024/Quarterly

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

The District Secondary Math Instructional Specialist will provide targeted professional development based on student data and teacher needs. The instructional specialist will also visit teachers quarterly to model lessons, provide feedback after the implementation of strategies, and assist with lesson planning during PLC time.

**Area of Focus #2**

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

**Graduation/Acceleration specifically relating to Acceleration**

**Area of Focus Description and Rationale**

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

---

Class of 2025 meeting College and Career Acceleration. The rationale behind this was taken from the SCPS Strategic Plan System Initiative C: Innovation for College, Careers, and Citizenship, KPI #1.

**Measurable Outcome**

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

---

Our goal is to ensure that 100% of the Class of 2025 graduates earn at least one of the College and Career Acceleration metrics with an increased focus on our Black and FRL students

**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.

---

Monitor and promote student enrollment in AP, dual-enrollment, and CTE courses. Once enrolled, students will be monitored by teachers and APs on formative assessments and certifications. An acceleration spreadsheet will be updated to include when a student has met one of the metrics. Students will work with administration and student services to further explore what their future entails and how acceleration can impact that future.

**Person responsible for monitoring outcome**

Mickey Reynolds, Melisa Ayala-Cruz, Datasha Dukes

**Evidence-based Intervention:**

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

**Description of Intervention #1:****Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Introduce Life and Career Planning

**Person Monitoring:**  
Ayala-Cruz, Dukes

**By When/Frequency:**  
Fall 2024/Ongoing

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

Introduce Life and Career Planning as an on campus dual-enrollment course. Students who need acceleration with a 2.5 or higher GPA who opt out of AP classes, can receive college credit with this SSC course.

**Action Step #2**

Increase enrollment in Digital CTE Courses

**Person Monitoring:**  
Ayala-Cruz, Dukes

**By When/Frequency:**  
Fall 2024/Ongoing

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

Enroll students in more digital design and digital information technology CTE courses. These courses offer certification in Word Press, which holds our highest pass rates and provides students with an essential certification that can be used in numerous industrial careers.

**Action Step #3**

Introduce students to Ducks Unlimited opportunity

**Person Monitoring:**  
Flory, Dukes

**By When/Frequency:**  
Fall 2024/Ongoing

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

Ducks Unlimited Ecology Conservation and Management Exam is now offered to those students enrolled in Environmental Science courses. This certification meets the acceleration metric.

**Area of Focus #3**

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

**Graduation/Acceleration specifically relating to Graduation**

**Area of Focus Description and Rationale**

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

---

Class of 2025 meeting concordant scores. The breakdown is as follows: 7 need math only, 16 need reading only, and 3 need both reading and math. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #4b.

**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.

---

In the Class of 2024, 26 unique students did not meet a concordant score. The breakdown is as follows: 7 need math only, 16 need reading only, and 3 need both reading and math. Our goal is to ensure that all Class of 2025 students earn their Graduation Assessment Requirements by May of 2025.

### **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.

---

School Leadership Team will hold quarterly reviews following assessment dates to review which Seniors have not yet met concordance. We will meet with those students to develop and revisit plans we have in place. Data chats will also take amongst teachers in PLCS to monitor student performance and design specific supports and instruction to meet the needs of those students struggling.

### **Person responsible for monitoring outcome**

Mickey Reynolds, Kathy Aslin, Winnola Grigley

### **Evidence-based Intervention:**

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

### **Description of Intervention #1:**

#### **Rationale:**

#### **Tier of Evidence-based Intervention:**

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

#### **Action Step #1**

Training to incorporate SAT/ACT Prep

#### **Person Monitoring:**

Melisa Ayala-Cruz, Datasha Dukes

#### **By When/Frequency:**

Quarterly/Ongoing

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

Teachers will have multiple opportunities to meet in PD's in order to increase scores in ACT/SAT. They will incorporate more targeted, less computer-based lessons that will give juniors and seniors a chance to meet scores for graduation.

### **Action Step #2**

Incorporate remedial math sections

#### **Person Monitoring:**

Datasha Dukes

#### **By When/Frequency:**

Quarterly/Ongoing

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

Seniors who need foundational remediation will be placed in specific math sections designed to differentiate instruction and develop test taking strategies.

### **Action Step #3**

Assign Mentors to struggling Seniors

#### **Person Monitoring:**

Mickey Reynolds

#### **By When/Frequency:**

Quarterly/Ongoing

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

We will assign specific mentors to those students that need extra support. Mentors will hold quarterly check-ins to monitor and provide encouragement and academic support where needed.

## **Area of Focus #4**

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

### **Instructional Practice specifically relating to ELA**

#### **Area of Focus Description and Rationale**

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

---

Student learning gains on the FAST PM3 ELA. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #7

#### **Measurable Outcome**

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

---

Our goal is to increase ELA Learning Gains from 65% to 70% on the FAST PM3 ELA.

#### **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.

---

Our Leadership Team will meet quarterly to review and monitor the effectiveness of each action step.

**Person responsible for monitoring outcome**

Melisa Ayala Cruz

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Achieve 3000, Progress Monitoring PM1 &PM2, Quarterly Benchmark Assessments.

**Rationale:**

A variety of interventions, such as Achieve 3000 are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum.

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Utilize effective Literacy Coach Support

**Person Monitoring:**

Melisa Ayala Cruz

**By When/Frequency:**

Quarterly/Ongoing

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

We will continue to utilize our Literacy Coach for PLC data chats and professional development designed to differentiate instruction and raise student achievement. Coach will also attend quarterly reviews with the leadership team to review progress monitoring.

**Action Step #2**

Effectively utilize Professional Learning Communities to improve student achievement

**Person Monitoring:**

Melisa Ayala Cruz

**By When/Frequency:**

Weekly/Ongoing

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

Reading, ESOL, and ELA teachers will meet by grade level in PLCs during their common plan. As for monthly PLC meetings, those will be more deliberate to include Support Facilitators in order to review SWD progress and develop a plan for those students struggling.



## Area of Focus #5

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

### Instructional Practice specifically relating to Science

#### Area of Focus Description and Rationale

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

---

Biology proficiency on the EOC. African American proficiency was 47% and SWD was 34%. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #7

#### Measurable Outcome

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

---

Our goal is to increase the Biology proficiency rate from 73% to 78%. We want to focus on raising two subgroup's proficiency rate: African American from 47% to 55% and SWD from 34% to 40%.

#### 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.

---

Our Leadership Team will meet quarterly to review and monitor the effectiveness of each action step.

#### Person responsible for monitoring outcome

Melissa Flory

#### Evidence-based Intervention:

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

#### Description of Intervention #1:

##### Rationale:

##### Tier of Evidence-based Intervention:

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

No

#### Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Effectively utilize Professional Learning Communities to improve student achievement

**Person Monitoring:**  
Melissa Flory

**By When/Frequency:**  
Monthly/Ongoing

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

PLCs will continue to analyze data from unit, quarter and posts-tests to adjust lessons and create remediation/review lessons. They will also work with the literacy coach to develop reading, vocabulary, and test taking strategies.

**Action Step #2**

Receive support from the Department of Teaching and Learning

**Person Monitoring:**  
Melissa Flory

**By When/Frequency:**  
Monthly/Ongoing

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

Receive support from DTL to address content/topics that have shown to be weak for the past five years and assist with Biology teachers who have less than 3 years experience (50% of the department).

**Area of Focus #6**

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

**Instructional Practice specifically relating to Social Studies**

**Area of Focus Description and Rationale**

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

---

Student proficiency on the U.S. History EOC with a focus on the SWD subgroup. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #1, #2.

**Measurable Outcome**

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

---

Our goal is to increase overall student proficiency on the U.S. History EOC from 74% to 79%, specifically focusing on improving Students with Disabilities scores from 37% to 42%.

**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.

---

Our Leadership Team will meet quarterly to review and monitor the effectiveness of each action step.

**Person responsible for monitoring outcome**

Matt Ackley

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Effectively utilize Professional Learning Communities to improve student achievement

**Person Monitoring:**

Matt Ackley

**By When/Frequency:**

Monthly/Ongoing

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

Social Studies AP will attend monthly PLC meeting to assist teachers in utilizing data to adjust lesson plans to meet team goals.

**Action Step #2**

Evaluate the effectiveness of writing competencies

**Person Monitoring:**

Matt Ackley

**By When/Frequency:**

Weekly/Ongoing

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

During PLC meetings team members will evaluate the effectiveness of writing competencies in conjunction with C9A assessment scores. Based on results, adjustments will be made to the best impact student achievement.

**Area of Focus #7**

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

**Instructional Practice specifically relating to Career and Technical Education**

**Area of Focus Description and Rationale**

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

---

The CTE pass rate for certifications with a focus on in-demand courses. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative C: Innovation for College, Careers, and Citizenship, KPI #1 and #2.

**Measurable Outcome**

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

---

Our goal is to increase the overall CTE pass rate from 66% to 75%, with a focus on increasing the Industry Cert pass rates on in-demand CTE courses (Culinary/ECE) from 33% to 50%.

**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.

---

Our Leadership Team will meet quarterly to review and monitor the effectiveness of each action step. CTE AP will continue to monitor certification data through a shared calendar and pass/fail spreadsheet.

**Person responsible for monitoring outcome**

Becca Southworth

**Evidence-based Intervention:**

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

**Description of Intervention #1:****Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Create test-taking strategy and review opportunities

**Person Monitoring:**

Becca Southworth

**By When/Frequency:**

Ongoing

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

Utilize literacy coach to build reading, vocabulary and test-taking strategies. Organize visits to classrooms and pull out study reviews with students taking certifications. Following these visits where strategies are introduced, monitor pass rate on 1st round of certs given.

**Action Step #2**

Recruit students to CTE courses with high pass rates

**Person Monitoring:**

Becca Southworth

**By When/Frequency:**

Beginning of the year

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

Enroll students in CTE classes with high certification pass rates. These are primarily those classes that offer WordPress as a Certification. If students have not met the acceleration component, they will be placed in a DIT or Digital Design course where that acceleration can be met.

## IV. Positive Culture and Environment

### Area of Focus #1

Teacher Retention and Recruitment

#### 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.

---

Teachers responding favorably "when new initiatives to improve teaching are presented at our school" and the level of teacher-teacher support. The rationale behind this decision was taken from the SCS Strategic Plan System Initiative F: Human Capital Management, KPI #1a and #1b.

#### Measurable Outcome

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

---

Our goal is to increase the percent of teachers who responded favorably to "when new initiatives to improve teaching are presented at our school" and the level of support from colleagues from 25% to 45%.

#### 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.

---

We can monitor improvement through monthly Curriculum Leaders Meetings. CIT meetings will be helpful in addressing the needs and concerns of the teachers throughout the year.

**Person responsible for monitoring outcome**

Mickey Reynolds

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

**Action Step #1**

Create a teacher-led BCA Team

**Person Monitoring:**

Ron Motley

**By When/Frequency:**

Ongoing

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

By creating a teacher-led BCA team, we are not only offering leadership opportunities among our faculty, we are initiating colleague to colleague development and feedback. Our teachers have a voice and are taking an active part in making the change to improve Conditions for Learning.

**Action Step #2**

Hold informative and meaningful Curriculum Leader Meetings

**Person Monitoring:**

Mickey Reynolds

**By When/Frequency:**

Monthly/Ongoing

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

We will work with our Curriculum Leaders to build teacher support and initiative buy-in. Department leaders will pass on important shared data (attendance, discipline, survey, etc.) and hold meaningful discussions about how the initiative we have in place are working and what needs to be revised/ adapted.

**Action Step #3**

Hold Quarterly Professional Development by Grade Level

**Person Monitoring:**

Mickey Reynolds, Melissa Flory

**By When/Frequency:**

Fall 2024/Quarterly

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

Teachers will meet by grade level once every quarter. At these meetings, teachers can take the opportunity to hold meaningful discussion, team build, and develop mindfulness.

## Area of Focus #2

Other

### Area of Focus Description and Rationale

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

---

Students identifying having a trusted adult on our campus. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative D: Conditions for Learning, KPI #1 and #3.

### Measurable Outcome

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

---

Our goal is to increase the percentage of students who identify a trusted adult on campus from 79% to 85% by specifically focusing on the 8% of students who indicated they "definitely do not" have a trusted adult on campus.

### 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.

---

Our Leadership Team will meet quarterly to review and monitor the effectiveness of each action step. When we look at students who are low achieving (Academic, MTSS, Discipline, Attendance), we can utilize the Ram Advocate/Mentor for check ins.

### Person responsible for monitoring outcome

Becca Southworth

### Evidence-based Intervention:

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

### Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

### Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

**Action Step #1**

Identify Trusted Adult through school-wide activity

**Person Monitoring:**

Becca Southworth, Ron Motley

**By When/Frequency:**

Fall 2024/Ongoing

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

Students to identify trusted adult on campus through Rams Period activity early in the year. Lesson plan is designed for students to indicate 5 people in their life (including 1 adult at school) who they consider to be a "helping hand". We will input the names into edInsight and use it to reach out to that adult when a student is struggling.

**Action Step #2**

Build strong relationships through Restorative Practice

**Person Monitoring:**

Becca Southworth

**By When/Frequency:**

Fall 2024/Ongoing

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

Using restorative practice in our Ram Advocacy and Mentor program to build and nurture strong relationships. All mentors will have been trained in RP and use circles, activities, and RP questions to proactively build positive relationships with students.

**Area of Focus #3**

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.

---

Students with 10 or more absences during the school year. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative D: Conditions for Learning, KPI #2

**Measurable Outcome**

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

---

Our goal is to decrease the percent of students with 10+ absences from 36% to 28%.



**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.

---

Our Leadership Team will meet quarterly to review and monitor the effectiveness of each action step.

**Person responsible for monitoring outcome**

Matt Ackley

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

**Rationale:**

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:****Action Step #1**

Develop strong Truancy Team communication

**Person Monitoring:**

Shrell Chamberlain

**By When/Frequency:**

Quarterly/Ongoing

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

Truancy team consisting of Student Services, Dean, and School Social Worker will streamline the process by monitoring and getting ahead on communication. They will make sure letters get out in a timely manner.

**Action Step #2**

Utilize Relationship Building strategies in the classroom

**Person Monitoring:**

Becca Southworth

**By When/Frequency:**

Fall 2024/Ongoing

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

Focus on relationship building in the classroom (RP) and express positivity when students return to class (Separate the Deed from the Doer). Recommend teachers use the 2x10 method, spending 2 minutes per day connecting with an individual student for 10 consecutive days.

**Action Step #3**

Institute Credit Denial to deter absences and Credit Recovery to incentivize being present

**Person Monitoring:**

Grigley, SLT Team

**By When/Frequency:**

Fall 2024/Ongoing

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

We will institute credit denial for those students with 10+ absences to deter them from being absent. If students receive credit denial during 1st semester, we will incentivize Semester 2, awarding students credit recovery for having fewer than 10 absences.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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No Answer Entered

#### Plans to Strengthen the Academic Program

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

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No Answer Entered

#### How Plan is Developed

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

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No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

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

#### **Improving Student's Skills Outside the Academic Subject Areas**

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

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No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

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

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No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

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

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No Answer Entered

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### **Strategies to Assist Preschool Children**

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

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