

Seminole County Public Schools

JACKSON HEIGHTS MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 7
 - D. Demographic Data 9
 - E. Early Warning Systems 10
- II. Needs Assessment/Data Review 13
 - A. ESSA School, District, State Comparison 14
 - B. ESSA School-Level Data Review 15
 - C. ESSA Subgroup Data Review 16
 - D. Accountability Components by Subgroup 19
 - E. Grade Level Data Review 22
- III. Planning for Improvement 23
- IV. Positive Culture and Environment 30
- V. Title I Requirements (optional) 32
- VI. ATSI, TSI and CSI Resource Review 34
- VII. Budget to Support Areas of Focus 35

School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

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

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and 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

Our mission is to provide personalized quality instruction and learning opportunities for individual student success.

Provide the school's vision statement

Our vision is to provide our students with quality instruction to prepare them for future success best.

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

Claudomy Pierre

Position Title

Principal

Job Duties and Responsibilities

Assess methods of teaching and best practices. Ensure the district directives are implemented with fidelity and monitor student achievement. Provide strategic direction and head the decision-making process and monitor school budgetary decisions. Evaluate teacher performance fairly while providing meaningful feedback for instructional growth.

Leadership Team Member #2

Employee's Name

Andrew Porter

Position Title

Assistant Principal

Job Duties and Responsibilities

Assess methods of teaching and best practices. Ensure the district directives are

implemented with fidelity and monitor student achievement. Support and execute the decisions and vision of the school principal. Provide PD opportunities to teachers. Evaluate teacher performance fairly while providing meaningful feedback for instructional growth.

Leadership Team Member #3

Employee's Name

Trina Grenon

Position Title

Assistant Principal

Job Duties and Responsibilities

Assess methods of teaching and best practices. Ensure the district directives are implemented with fidelity and monitor student achievement. Support and execute the decisions and vision of the school principal. Provide PD opportunities to teachers. Evaluate teacher performance fairly while providing meaningful feedback for instructional growth.

Leadership Team Member #4

Employee's Name

Michelle Mouton Pentz

Position Title

School Administration Manager

Job Duties and Responsibilities

Administer district and state assessments to all students with fidelity. Monitor the school facilities to maintain a well-run building for the safety and comfort of our students. Connect with PTSA and stakeholders for additional resources to support the school.

Leadership Team Member #5

Employee's Name

Kimberly Hall

Position Title

Dean

Job Duties and Responsibilities

Monitor student behavior and assign consequences as related to the incident using the discipline hierarchy and in conjunction with the Restorative Practices program. Communicate with counselors and administrators regarding students in need and major incidents. Ensure staff is following the implemented safety plan with fidelity.

Leadership Team Member #6

Employee's Name

Reese Stock

Position Title

Dean

Job Duties and Responsibilities

Monitor student behavior and assign consequences as related to the incident using the discipline hierarchy and in conjunction with the Restorative Practices program. Communicate with counselors and administrators regarding students in need and major incidents. Ensure staff is following the implemented safety plan with fidelity.

Leadership Team Member #7

Employee's Name

Laura McKown

Position Title

Instructional Coach

Job Duties and Responsibilities

Provide PD opportunities to teachers and offer meaningful instructional feedback for growth using a non-evaluative approach. Use the district-approved coaching cycle to assist teachers in recognizing areas of strength and growth. Suggest and provide resources as needed.

Leadership Team Member #8

Employee's Name

James McNeil

Position Title

Behavior Specialist

Job Duties and Responsibilities

Monitor student behavior and provide support school-wide with the Restorative Practices program. Communicate with counselors and administrators regarding students in need of further Restorative Practice tools. Ensure staff is following the implementation of Restorative Practices with fidelity.

Leadership Team Member #9

Employee's Name

Joseph Darcy

Position Title

Academic Interventionist

Job Duties and Responsibilities

Monitor students below a 2.0 GPA from the 2023-2024 school year to ensure academic success in the Academic Intervention Program and provide tools to enhance their learning potential. Monitor student behavior and assign consequences as related to the incident using the discipline hierarchy and in conjunction with the Restorative Practices program. Communicate with counselors and administrators regarding students in need and major incidents.

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.

Jackson Heights Middle School provides numerous opportunities for our stakeholders to contribute to the betterment of the school. The school leadership team is comprised of the administration, AIP, instructional coach, behavior specialist, and curriculum leaders. These individuals collaborate to ensure the school's mission and vision remain a constant focus. They ensure that evidence-based practices and data-driven instruction are implemented and support teachers with the implementation. They collaborate on practices to support a positive learning environment, including establishing expectations, supporting students' well-being, and maintaining high academic standards.

The Oviedo Police Department supports our school by stationing an officer on campus and providing training to staff.

Jackson Heights has a large PTSA comprised of staff, parents, and students. The PTSA focuses on campus beautification, organizes student spirit days, plans an eighth-grade dance for the end of the year, and frequently focuses on staff morale by providing special treats throughout the year. The PTSA communicates with families through its Facebook page, which informs families of upcoming events and offers school-related suggestions.

Jackson Heights has a SAC committee comprised of parents, staff, and a student. The SAC committee listens to the school's happenings and financially supports our tutorial program.

Jackson Heights also has a Student Council run by instructional staff members. Each homeroom class elects a student to become a school representative. Students then discuss ideas and school concerns during regular meetings and act as liaisons.

Additionally, JHMS has a Principal's Focus group that meets regularly to promote positive behaviors and attitudes school-wide. This student group also provides feedback on school initiatives and acts as a liaison.

Jackson Heights invited students, parents, and faculty to participate in various surveys including Snapshot, 5Essential, Safety, and Panorama then reviewed the results to determine the strengths and the areas for continued improvement. The School Advisory Council (SAC) provides feedback on the draft of the plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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))

To ensure that our SIP is effectively implemented and positively impacts all students including those with the greatest achievement gap, JHMS administration and instructional coach will assist teachers with analyzing and interpreting student data to determine trends and areas to target. Training will be provided to teachers that focuses on strategies to support students with learning gaps. The administration, instructional coach, AIP, and behavior specialist will meet monthly to review the SIP progress. Using data collected from assessments and input from stakeholder meetings (SAC, PLCs, Principal's Focus Group, Student Council Meetings), adjustments will be made to the plan if warranted to ensure it remains relevant and effective.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	45.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	33.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

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	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							48	53	71	172
One or more suspensions							11	29	27	67
Course failure in English Language Arts (ELA)							0	2	19	21
Course failure in Math							8	27	24	59
Level 1 on statewide ELA assessment							33	49	62	144
Level 1 on statewide Math assessment							43	33	50	126
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

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	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							37	48	60	145

Current Year 2024-25

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							0	18	17	35
Students retained two or more times							0	0	0	0

Prior Year (2023-24) 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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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

Prior Year (2023-24) 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										0

Prior Year (2023-24) 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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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.

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 *	67	57	53	64	54	49	67	59	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	61	56	56				58		
ELA Learning Gains Lowest 25%	48	50	50				43		
Math Achievement *	78	65	60	74	61	56	73	37	36
Math Learning Gains	74	65	62				68		
Math Learning Gains Lowest 25%	59	60	60				54		
Science Achievement *	69	56	51	70	56	49	71	62	53
Social Studies Achievement *	83	73	70	87	72	68	88	62	58
Graduation Rate								59	49
Middle School Acceleration	88	77	74	84	76	73	86	51	49
College and Career Readiness								76	70
ELP Progress	67	65	49	66	50	40	47	80	76

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	694
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	71%	66%	62%		73%	72%

* 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	46%	No		
English Language Learners	62%	No		
Asian Students	84%	No		
Black/African American Students	58%	No		
Hispanic Students	61%	No		
Multiracial Students	77%	No		
White Students	74%	No		
Economically Disadvantaged Students	58%	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	42%	No		
English Language Learners	66%	No		
Asian Students	93%	No		
Black/African American Students	60%	No		
Hispanic Students	64%	No		
Multiracial Students	78%	No		
White Students	79%	No		
Economically Disadvantaged Students	59%	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	43%	No		
English Language Learners	57%	No		
Native American Students				
Asian Students	89%	No		
Black/African American Students	55%	No		
Hispanic Students	59%	No		
Multiracial Students	81%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	57%	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 L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%		61%	48%	78%	74%	59%	69%	83%	88%			67%
Students With Disabilities	26%		44%	43%	43%	57%	48%	32%	44%	74%			
English Language Learners	42%		62%	62%	68%	67%	59%	50%	61%	80%			67%
Asian Students	85%		75%	59%	95%	87%		88%	90%	94%			
Black/African American Students	50%		51%	35%	58%	69%	69%	39%	69%	82%			
Hispanic Students	56%		52%	44%	68%	64%	49%	56%	79%	83%			56%
Multiracial Students	65%		66%		80%	79%		79%	79%	92%			
White Students	71%		64%	55%	82%	76%	65%	77%	86%	89%			
Economically Disadvantaged Students	48%		52%	46%	60%	62%	53%	54%	68%	80%			55%

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	64%				74%			70%	87%	84%			66%
Students With Disabilities	24%				34%			36%	48%	69%			
English Language Learners	51%				66%			53%	89%	92%			45%
Asian Students	83%				98%			88%	100%	97%			
Black/African American Students	47%				50%			44%	79%	78%			
Hispanic Students	56%				64%			58%	79%	79%			47%
Multiracial Students	77%				73%			65%	94%	83%			
White Students	67%				78%			78%	88%	85%			
Economically Disadvantaged Students	49%				55%			52%	76%	77%			46%

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	67%		58%	43%	73%	68%	54%	71%	88%	86%			47%
Students With Disabilities	23%		38%	38%	32%	50%	42%	30%	62%	69%			50%
English Language Learners	48%		49%	40%	53%	62%	59%	34%	79%	100%			47%
Native American Students													
Asian Students	88%		75%		95%	85%		97%	90%	92%			
Black/African American Students	50%		51%	46%	49%	59%	48%	41%	73%	77%			
Hispanic Students	55%		53%	37%	58%	62%	54%	55%	83%	83%			50%
Multiracial Students	73%		61%		79%	73%		93%	88%	100%			
Pacific Islander Students													
White Students	73%		59%	46%	81%	70%	56%	79%	92%	86%			
Economically Disadvantaged Students	52%		50%	41%	54%	60%	47%	57%	78%	76%			50%

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	69%	59%	10%	54%	15%
Ela	7	65%	56%	9%	50%	15%
Ela	8	60%	53%	7%	51%	9%
Math	6	74%	67%	7%	56%	18%
Math	7	79%	69%	10%	47%	32%
Math	8	28%	30%	-2%	54%	-26%
Science	8	67%	54%	13%	45%	22%
Civics		82%	72%	10%	67%	15%
Algebra		90%	53%	37%	50%	40%
Geometry		100%	55%	45%	52%	48%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

6th grade ELA showed the most improvement in the percentage of students scoring at performance levels 3 and above in ELA. 6th-grade ELA teachers supported students with vocabulary and comprehension strategies.

Algebra and 7th Math showed the most improvement in the percentage of students scoring at performance levels 3 and above in math. Algebra teachers conducted boost camps twice a week as well as created new homeroom groups that targeted our bubble students.

Lowest Performance

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

Our black subgroup had the lowest percentage of level 3+ in ELA which was 50%. Based on Sublevel Learning Gains, 38% of black students who scored a high 1 made learning gains, and 24% who scored a low 2 made learning gains. Historically, the learning gains for our black subgroup have been lower than the white subgroup.

Greatest Decline

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

8th grade ELA showed the greatest decline from the previous year when analyzing the percentage of students who dropped from a level 3+ to below 3+.

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.

Geometry had the largest positive gap. 100% of our students scored at a level 3 or higher, whereas

the percentage of students scoring a level 3+ statewide was 50. This gap is due in part to the SCPS math progression plan which promotes a customized path based on student learning needs and college and career goals.

EWS Areas of Concern

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

The number of 8th grade students scoring a level 1 on the ELA and/or math assessment is of particular concern.

Highest Priorities

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

1. Supporting new level 3s in ELA
2. 8th grade ELA
3. Black subgroup for ELA
4. Supporting new level 3s in math.

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 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.

Focusing on the ELA data will allow all stakeholders to make strategic instructional decisions supporting the BEST ELA benchmarks and ensure that best practices are incorporated in all reading and ELA classes. This area was selected based on ELA achievement, overall learning gains, and the learning gains for the lowest quartile.

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.

The ELA learning gains for the lowest quartile will increase from 48% to 58%, an increase of 10%.

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.

Reading teachers, Instructional Coach, Assistant Principal, and Principal will monitor iReady diagnostics and weekly progress, ORF, FAST PM 1 and PM 2 data, and teacher/district-created formative assessments. ELA teachers will also monitor FAST PM 1 and PM 2 data and teacher/district-created formative assessments. By closely monitoring these metrics, teachers can adjust instruction to address the needs of individual students. Instruction can be tailored and personalized feedback can be provided to ensure both student and teacher are constantly aware of the student's progress toward mastery of the BEST benchmarks.

Person responsible for monitoring outcome

Claudomy Pierre, Trina Grenon, Rachele Fox, Leann Perkins, Denise Franze, Laura McKown, Katherine O'Neal, Mathew Horn, Richard Hiers, Nathassia Diaz, Gabrielle Hershkowitz, Jeannine McDowell, Mallory DeGrange, Ashley Farrell, and Madison Guntner

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

Small Group Instruction in Reading

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Weekly

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

Students will participate in differentiated small-group instruction to meet their specific shared needs. Data metrics will include but are not limited to iReady diagnostics, iReady growth monitoring, Core Phonics Survey (Foundations), oral fluency, and FAST progress monitoring assessments. The reading teachers will monitor progress daily and meet monthly with the instructional coach and the assistant principal to assess placement, instructional paths, and goal setting. Administrators and the instructional coach will conduct weekly walkthroughs to ensure that small-group instruction is utilized, targeted, and appropriate.

Action Step #2

Individualized iReady Instruction

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Weekly

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

Students will participate in weekly individualized iReady instruction tailored to their specific learning needs. The teachers and the instructional coach will use historical data including iReady diagnostics, FSA, and FAST to ensure the original placement is accurate and will aid in closing learning gaps. Both will monitor weekly instruction to determine if additional support or adjustments to instructional pathways are warranted.

Action Step #3

Small Group Support During Bobcat Time

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Ongoing

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

step:

Students will participate in weekly individualized instruction tailored to their specific learning needs. The teachers will use historical data, including FSA and FAST, to determine areas of focus to aid in closing learning gaps. Teachers, Assistant Principal, and Principal will monitor weekly instruction to determine if additional support or adjustments to instruction are warranted. Bobcat Time support groups will be rotated every 3-4 weeks to serve a greater number of students.

Action Step #4

Facilitated Small Group Instruction

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Ongoing

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

Support facilitators will implement various strategies to enhance student learning and engagement. Facilitators will monitor each student's understanding of the content covered and differentiate small group instruction accordingly. Principal, Assistant Principal, and Instructional Coach will monitor facilitated small groups through weekly walk-throughs to ensure the differentiation appropriately supports each student.

Action Step #5

Monitoring of the Lowest Quartile in ELA

Person Monitoring:

Claudomy Pierre/Trina Grenon/Laura McKown

By When/Frequency:

Ongoing

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

Teachers will maintain a list of students in the lowest quartile for ELA based on the 23-24 FAST Reading assessment and monitor their students' understanding of concepts and benchmarks during each lesson segment. The administration will conduct weekly walk-throughs to ensure these students are closely monitored. The administration will also conduct data chats with teachers inquiring about each student's progress toward mastery.

Action Step #6

Literacy Training

Person Monitoring:

ELA Leaders

By When/Frequency:

Monthly

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

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

Area of Focus #2

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.

Focusing on the math learning gains of our lowest quartile will allow all stakeholders to make strategic instructional decisions to support these students. This area was selected to address the gaps in learning for students in this category.

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.

The math learning gains for our lowest quartile will increase from 59% to 69%, an increase of 10%.

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.

Math teachers, Instructional Coach, Assistant Principal, and Principal will monitor FAST PM 1 and PM 2 data and teacher/district-created formative assessments. By closely monitoring these metrics, teachers can adjust instruction to address the needs of individual students. Instruction can be tailored and personalized feedback can be provided to ensure both student and teacher are constantly aware of the student's progress toward mastery of the BEST benchmarks.

Person responsible for monitoring outcome

Claudomy Pierre/Andrew Porter/Michelle Mouton Pentz

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

Small Group Support During Bobcat Time

Person Monitoring:

Claudomy Pierre/Andrew Porter/Michelle Mouton-Pentz

By When/Frequency:

Ongoing

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

Students will participate in differentiated small-group instruction during Bobcat Time to meet their shared needs. Data metrics will include but are not limited to FAST progress monitoring assessments and teacher/district-created assessments to determine areas of focus to aid in closing learning gaps. The math teachers will monitor progress weekly and meet monthly with the assistant principal to review data and collaborate on adjustments to instruction if needed. Administrators and the instructional coach will conduct weekly walkthroughs to ensure that evidence-based instructional practices are embedded in instruction. Bobcat Time support groups will be rotated every 3-4 weeks to serve a greater number of students.

Action Step #2

Monitoring of Lowest Quartile in Math

Person Monitoring:

Claudomy Pierre/Andrew Porter/Michelle Mouton-Pentz

By When/Frequency:

Ongoing

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

Teachers will maintain a list of students in the lowest quartile for math based on the 23-24 FAST Math assessment and monitor their students' understanding of concepts and benchmarks during each lesson segment. The administration will conduct weekly walk-throughs to ensure these students are closely monitored. The administration will also conduct data chats with teachers inquiring about each student's progress toward mastery.

Action Step #3

Facilitated Small Group Instruction

Person Monitoring:

Claudomy Pierre/Andrew Porter/Laura McKown/Michelle Mouton-Pentz

By When/Frequency:

Ongoing

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

Support facilitators will implement various strategies to enhance student learning and engagement. Facilitators will monitor each student's understanding of the content covered and differentiate small group instruction accordingly. Principal, Assistant Principal, and Instructional Coach will monitor facilitated small groups through weekly walk-throughs to ensure the differentiation appropriately supports each student.

IV. Positive Culture and 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.

The 2023-2024 school year data reflected a decrease in the percentage of students with 10 or more unexcused absences from the prior year. Despite the decrease, this is an area of focus due to the link between regular attendance and student achievement. Students who attend school regularly have continuity in learning, higher achievement, and stronger connections to peers and teachers.

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 2023-24 school year, the percentage of students missing 10 school days or more dropped to 14% from the previous year, a 11% decrease. For the 2024-2025 school year, unexcused student absences will decrease by 5%.

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.

The school social worker, AIP, and the MTSS team will monitor attendance and identify students with chronic absenteeism or emerging attendance issues.

Person responsible for monitoring outcome

Claudomy Pierre/ Andrew Porter/Joseph Darcy

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:

MTSS

Rationale:

The MTSS team will provide targeted support to students with chronic absenteeism or those with emerging absenteeism to reduce the number of school days missed. This will ensure that students receive the instruction and interventions they need to succeed in school.

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 #1

Encourage and Promote Attendance

Person Monitoring:

Claudomy Pierre/Andrew Porter/Dajana Jones/
Joseph Darcy

By When/Frequency:

Monthly

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

Students will receive recognition for perfect attendance.

Action Step #2

Monitor Attendance Data

Person Monitoring:

Claudomy Pierre/Andrew Porter/Dajana Jones/
Joseph Darcy

By When/Frequency:

Ongoing

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

The MTSS team will monitor student attendance to determine if additional interventions are needed.

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.

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))

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))

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))

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))

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))

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)).

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)).

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))

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.

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).

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