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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

Journeys Academy will effectively impact student achievement and personal growth by providing an academically sound education, positive behavior supports, opportunities and structure.

Provide the school's vision statement

The individualized needs of our students are at the forefront of every decision we make, every word we say, and every action we take.

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

Michael Showalter

Position Title

Principal

Job Duties and Responsibilities

Supervises

- Assistant Principals, Clerical, Safety Guards and Elementary Instructional Staff

Responsibilities

- Master Schedule
- FTE
- Food Service
- oversees all school functions

Leadership Team Member #2

Employee's Name

Linda Gonzalez

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervises

- High School Instructional Staff and Certified School Counselor

Responsibilities

- Testing Administration
- School Website
- Discipline for High School students
- Threat Assessment Coordinator

Leadership Team Member #3

Employee's Name

Danton Thomas

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervises

- Middle School and Exceptional Student Education Instructional Staff and Behavior Interventionists

Responsibilities

- ESE/504 Compliance
- Transportation
- Discipline for Middle School students
- Title 1

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.

The SAC is provided with the rough draft to discuss and provide viable feedback. The SAC will review the supplied rough draft of the document at the August SAC meeting to provide feedback prior to submitting for an approval vote due.

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))

The SIP will be monitored on a quarterly basis by administration and faculty to check on our progress. Revisions will be made as needed to move towards reaching our goals. Any revisions made will be discussed at our monthly School Advisory Committee meeting.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 1-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	
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)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: 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	0	0	0	0	1	0	0	16	18	35
One or more suspensions	0	0	0	0	1	1	0	18	20	40
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	2	3
Course failure in Math	0	0	0	0	0	0	0	3	4	7
Level 1 on statewide ELA assessment	0	0	0	0	2	1	0	9	12	24
Level 1 on statewide Math assessment	0	0	0	0	1	1	0	11	6	19
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	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	1					1

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	0	0	0	0	2	1	0	17	22	42

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	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	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)

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 *	72	58	66	53	69	55			
ELA Grade 3 Achievement **	75	59	66	56					
ELA Learning Gains	67	59							
ELA Learning Gains Lowest 25%	62	54							
Math Achievement *	73	59	67	55	48	42			
Math Learning Gains	69	61							
Math Learning Gains Lowest 25%	65	56							
Science Achievement *	60	54	61	52	63	54			
Social Studies Achievement *	88	72	78	68	63	59			
Graduation Rate	72	71	71	74	64	50			
Middle School Acceleration	79	71	76	70	49	51			
College and Career Readiness	35	54	35	53	83	70			
ELP Progress	73	59	60	55	79	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

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

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
			0%		0%	3%

* 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%
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No ESSA data found for this school and year

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%
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No ESSA data found for this school and year

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%
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No ESSA data found for this school and year

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)

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	10	17%	60%	-43%	53%	-36%
Ela	6	8%	59%	-51%	54%	-46%
Ela	7	18%	56%	-38%	50%	-32%
Ela	8	6%	53%	-47%	51%	-45%
Ela	9	6%	61%	-55%	53%	-47%
Math	6	7%	67%	-60%	56%	-49%
Math	7	25%	69%	-44%	47%	-22%
Math	8	6%	30%	-24%	54%	-48%
Science	8	7%	54%	-47%	45%	-38%
Civics		29%	72%	-43%	67%	-38%
Biology		14%	70%	-56%	67%	-53%
Algebra		0%	53%	-53%	50%	-50%
Geometry		10%	55%	-45%	52%	-42%
History		18%	72%	-54%	67%	-49%
Ela	3	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Ela	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Ela	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	3	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Science	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra		9%	19%	-10%	17%	-8%
Geometry		0%	33%	-33%	16%	-16%
Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<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?

Although 78% of our students scored below grade level in ELA/Reading, 100% of our 10th grade students had a learning gain. Our reading teacher placed a heavy emphasis on each student's weakness and allowed them to create their own action plan to improve.

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 math scores were down across each grade level from the previous school year. One contributing factor was the quality of instruction in Math. An emphasis on improving math instruction will be a focus this year.

Greatest Decline

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

All middle school math scores showed significant decline from the prior school year. The quality of instruction was inconsistent and not able to meet the level of rigor necessary to promote growth.

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.

All middle school math scores showed a gap compared to the state average. The quality of instruction was inconsistent and not able to meet the level of rigor necessary to promote growth. Another factor that contributes to this is the transient nature of our student body. Students can enter Journeys at any time during the school year. Students may or may not be at the same level of understanding of the content.

EWS Areas of Concern

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

Two potential areas of concern are:

1. Maintaining a level of rigor within a differentiated classroom.

2. Ensuring that our students with disabilities also have opportunities for growth.

Highest Priorities

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

1. Implementing strong PLC routines.
2. Providing professional development options for all teachers.
3. Increasing learning gains in ELA/Reading and Math by 10%.
4. Improving attendance data.

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 Benchmark-aligned instruction

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.

We would like to improve our quality of instruction by using a variety of instructional strategies. Based on our observations from the prior year, instruction was teacher-led with minimal student participation.

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.

82% of our students were below grade level in Math and 78% of our students are below grade level in ELA/Reading. Our goal is to reduce the percentage of students who are below grade level by 10% in each area.

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.

PLC's will meet every 2 weeks to develop lesson plans that use a variety of instructional strategies meant to engage the students. Administration will monitor the PLC meetings and conduct weekly observations providing feedback to teachers. Our NEST teacher will be available to do observations and model lessons each Wednesday to help support our teachers. This will lead to higher student engagement and increase our scores in ELA and Math.

Person responsible for monitoring outcome

Michael Showalter

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

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.

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.

We are going to focus on improving student attendance this school year. Last year we had 147 students with 10 or more absences. Improving student attendance will improve student performance and keep students on pace to graduate.

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.

Last year we had 147 out of 328 students with 10 or more absences. 45% of our students had attendance issues. We would like to reduce this number by 10% this school year. We will meet every other Tuesday to with our staff to identify students who have chronic attendance issues. Our

community of family engagement staff member will send home 5, 10 and 15 day absence letters each Wednesday and follow up with phone calls to the students family to identify causes for absences to see if we can provide resources and assistance.

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.

This area of focus will be monitored every 2 weeks by administration and staff. We would like to see a 10% improvement in attendance. Improving student attendance will improve student achievement and keep students on pace to graduate.

Person responsible for monitoring outcome

Michael Showalter

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

Person Monitoring:

By When/Frequency:

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

Area of Focus #3

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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

Person Monitoring:

By When/Frequency:

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

Area of Focus #4

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

Instructional Practice specifically relating to Intervention

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.

Reducing suspensions will be a goal at our school to help keep students in class to improve student achievement. 137 students received an out of school suspension last year. 11 students had 5 or more suspension days.

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.

Last year we had 287 referrals that led to a suspension. 137 students received on out of school suspension. 11 students were suspended 5 or more days. We would like to reduce all these numbers by 10% this school year. We will as a staff review the expectations with students on a monthly basis. We will also review the hierarchy of consequences and inform Students and parents where they stand each month. Restorative practices will be used to help prevent future incidents. Our discipline data will be reviewed each month to monitor our progress and make any necessary adjustments.

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 BCA team will review our discipline data each month and identify areas that need to be addressed. We would like to have a 10% improvement in all areas.

Person responsible for monitoring outcome

Michael Showalter

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

Person Monitoring:

By When/Frequency:

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

Area of Focus #5

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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

Person Monitoring:

By When/Frequency:

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

Area of Focus #6

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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

Person Monitoring:**By When/Frequency:**

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

Area of Focus #7

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

specifically relating to**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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome**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

Person Monitoring:**By When/Frequency:**

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

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Last year 287 referrals led to a suspension. Insubordination and Disrespect were our top 2 offenses. We will focus on positive behaviors to reduce the number of suspensions.

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.

287 referrals led to a suspension, 137 students received a suspension. Our goal is to reduce this number by 10%. We will have daily point sheets in each class and reward students who have met their behavior goals. Students who meet their goals will be allowed to have their cell phone during lunch.

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.

287 referrals led to a suspension, 137 students received a suspension. Our goal is to reduce this number by 10%. We will have daily point sheets in each class and reward students who have met their behavior goals. This will be monitored monthly with the BCA team and help reduce the number of suspensions allowing students to be in class and improve the student achievement.

Person responsible for monitoring outcome

Michael Showalter

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

Person Monitoring:

By When/Frequency:

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

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.

The School Advisory Council is provided with the rough draft of the SIP and the SWP to discuss and provide viable feedback. The SAC will review the supplied documents at the August SAC meeting to provide feedback prior to submitting for an approval vote due in October.

Once all have been finalized and approved, a copy of the SIP will be found at this site:

<https://jrny.scps.k12.fl.us/cms/One.aspx?portalId=2657810&pageId=3233410>

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))

Teachers and administrators use multiple strategies to contact families, including but not limited to: (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through SCPS Skyward Family Access, (4) ensuring students show evidence of "owning their data" and scheduling student-led conferences as applicable, (5) inviting families to participate in SAC, (6) inviting families to attend SAC meetings and participate in school-related events which include becoming a dividend or volunteer, (7) using multiple genres of social networking; as well as, sending electronic newsletters to families on a quarterly basis, (8) advertising events on copious social media methods, school and numerous other out-reach strategies developed

by school staff and the Administration team. Grade reporting dates are posted on the website and parents can view their child's grade at any time, for any class, on Skyward Family Access. Administrators check grade books every two weeks to assure that grades are being entered into the system for parents to view. Teachers send frequent emails to parents, and make phone calls when students begin to show a lack of progress (not turning in homework, grade falling below a C). Parents receive information through several methods of communication including, but not limited to: Principal's Weekly Update, Skyward, and the School Messenger call out system.

The school's approved Parental and Family Engagement Plan is made publicly available here:
<https://jrny.scps.k12.fl.us/cms/One.aspx?portalId=2657810&pageId=3233410>

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))

Seminole County Public Schools will strive for excellence in all classrooms for all students.

- A. Lessons aligned to state academic standards with the goal of mastery by the end of the course
- B. Ongoing feedback loops between leadership, teachers, students, and families
- C. Teachers and leaders working in collaborative PLCs addressing the four PLC questions:
 1. What do we want all students to know and be able to do?
 2. How we will know if they learn it?
 3. How will we respond when some students do not learn?
 4. How will we extend the learning for students who are already proficient?

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))

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B1.1, B2.3 and B2.7 and designed to accelerate learning for students in all subgroups, inclusive of ESSA and RAISE

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

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))

Journey's Academy has implemented a data review session quarterly to assess and discuss students who are struggling or need specific interventions in a variety of different areas on our campus. This cohort includes non-proficient, attendance/truancy, behaviorally/socially challenging students. This data review is designed to act as an early warning indication system for struggling "at risk" students. Administration, Student Services and others meet to assess student data and make intervention decisions based on these students. Students participate in 8 small group sessions during their time at Journey's. These small group sessions focus on SEL issues and strategies.

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))

As a small alternative school, our limited number of teachers, restricted course offerings, and the short duration of stay by our students, provides challenges in offering an extensive college readiness and career awareness program. Students meet with the guidance counselor and administration to discuss post secondary options. As part of the middle school curricula offered, students are required to take a Personal and Career course which navigates through different career paths.

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)).

Bi-weekly meetings with administration and staff to identify students who are struggling with behaviors in school. If the team determines that a student needs Tiered services, the intervention team will meet with the parents to determine a plan of action and implement tiered interventions according to our district plan. Students with disabilities needs will be addressed via Student Study Team meetings as needed, ensuring that student activities and services are aligned with the Individuals with Disabilities Act.

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)).

PLC's will meet every other Wednesday during the one hour planning time. Our NEST teacher will also be free each Wednesday to observe classrooms and provide feedback. Provide model lessons for teachers who need assistance.

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))

N/A

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