LOUISE R JOHNSON K-8 INTERNATIONAL STUDIES

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

To inspire students to achieve academic excellence, embrace global diversity, and become lifelong learners.

Provide the school's vision statement

Johnson K-8 School of International Studies will empower students to live the International Baccalaureate Learner Profile, teach the importance of social and emotional competencies, and foster a caring community of compassionate and respectful learners. Together, students and staff will aspire to be the positive change in our society.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Dr. Guy Grimes

Position Title

Principal

Job Duties and Responsibilities

Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance Implement and administer negotiated employee contracts at the school site. Facilitate the development and implementation of an effective staff development program. Provide training opportunities and feedback to personnel at the assigned school. Assign tasks and supervise personnel in task accomplishment. Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. School Operations / Delivery Systems Supervise the operation, activities, and functions at the school site. Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. Establish and manage student accounting and attendance procedures at the assigned school. Supervise and monitor the accurate and timely completion of data collection

and reporting requirements. Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. Use technology effectively. Coordinate school maintenance and facility needs and monitor progress toward meeting those needs. Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.

Leadership Team Member #2

Employee's Name
Mrs. Heather Rivero

Position Title
Assistant Principal - PYP

Job Duties and Responsibilities

Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school. Assist the Principal in providing atmosphere conducive to learning and teaching. Assist in coordinating the selection and acquisition of instructional materials and equipment. Assist in coordinating all testing programs at the school. Assist the Principal in supervising and evaluating school-based personnel. Assist in the over site and management of the school site. Assist in implementing negotiated employee contracts. Assist in the coordination and supervision of before and / or after school programs or activities. Assist in selection and employment of school personnel. Assist with the development and implementation of an effective staff development program. Assist the Principal in implementing the induction program for beginning teachers. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504. Assist with development and implementation of the School Improvement Plan. Assist in identifying and writing grants to enhance school goals. Assist in overseeing food services at the school, including free and reduced lunch eligibility. Assist the Principal in supervising and evaluating school-based personnel. Facilitate the implementation of the Code of Student Conduct in accordance with school and District policy to ensure a safe and orderly learning environment. assist in developing and implementing family and community involvement programs and initiatives such as business partnerships. Support and assist in implementing the school's Student services plan and program. Demonstrate initiative and a proactive orientation to fulfilling performance responsibilities and seeking solutions to problems and concerns. Analyze student performance data as a basis for curriculum improvement and staff development needs.

Leadership Team Member #3

Employee's Name
Sarah Jett

Position Title
Assistant Principal

Job Duties and Responsibilities

Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school. Assist the Principal in providing atmosphere conducive to learning and teaching. Assist in coordinating the selection and acquisition of instructional materials and equipment. Assist in coordinating all testing programs at the school. Assist the Principal in supervising and evaluating school-based personnel. Assist in the over site and management of the school site. Assist in implementing negotiated employee contracts. Assist in the coordination and supervision of before and / or after school programs or activities. Assist in selection and employment of school personnel. Assist with the development and implementation of an effective staff development program. Assist the Principal in implementing the induction program for beginning teachers. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504. Assist with development and implementation of the School Improvement Plan. Assist in identifying and writing grants to enhance school goals. Assist in overseeing food services at the school, including free and reduced lunch eligibility. Assist the Principal in supervising and evaluating school-based personnel. Facilitate the implementation of the Code of Student Conduct in accordance with school and District policy to ensure a safe and orderly learning environment. assist in developing and implementing family and community involvement programs and initiatives such as business partnerships. Support and assist in implementing the school's Student services plan and program. Demonstrate initiative and a proactive orientation to fulfilling performance responsibilities and seeking solutions to problems and concerns. Analyze student performance data as a basis for curriculum improvement and staff development needs.

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.

All stakeholders have opportunities to contribute to the development of the SIP. At the end of each year and prior to starting the next school year, data is shared amongst the stakeholders requesting specific input focused on successes and needs. From this information, a draft SIP is developed and then reviewed with each group of stakeholders (ILT, SAC, etc). The feedback on the draft is collected and utilized in developing the final draft.

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 for effective implementation and impact on increasing the achievement of students in meeting the state academic standards through PLC's, Team Leader meetings, and Progress Monitoring (MTSS). The plan is revised through action plans formulated from school wide data and stakeholder feedback.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **KG-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**71.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**68.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20: A**

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	14	5	13	10	14	7	13	22	98
One or more suspensions	0	3	2	4	2	0	1	11	10	33
Course failure in English Language Arts (ELA)	0	0	0	0	0	2	0	0	0	2
Course failure in Math	0	0	0	0	3	2	0	0	0	5
Level 1 on statewide ELA assessment	0	0	7	9	17	12	18	34	27	124
Level 1 on statewide Math assessment	0	0	2	1	6	15	12	6	8	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	7	9						16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	26	20	34	19					99

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	2	1	4	3	7	2	4	23

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				5						5
Students retained two or more times										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	14	5	13	10	14	7	13	22	16	114
One or more suspensions	3	2	4	2		1	11	10	2	35
Course failure in ELA					2					2
Course failure in Math				3	2					5
Level 1 on statewide ELA assessment		7	9	17	12	18	34	27	24	148
Level 1 on statewide Math assessment		2	1	6	15	12	6	8	4	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		7	9	17						148

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				4						4
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	63	54	58	55	48	53	62	50	55
ELA Grade 3 Achievement **	60	49	59	61	45	56			
ELA Learning Gains	63	58	59				52	52	50
ELA Learning Gains Lowest 25%	61	54	54				51	53	51
Math Achievement *	76	58	59	74	57	55	77	40	42
Math Learning Gains	61	57	61				69	57	59
Math Learning Gains Lowest 25%	60	54	56				70	56	54
Science Achievement *	50	50	54	52	53	52	60	56	54
Social Studies Achievement *	78	76	72	89	72	68	96	57	59
Graduation Rate		63	71		63	74		52	50
Middle School Acceleration	81	74	71	89	70	70	85	53	51
College and Career Readiness		47	54		53	53		76	70
ELP Progress	57	43	59	61	46	55	75	66	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 (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)	ATSI
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	710
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
65%	70%	70%	66%		72%	69%

* 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	39%	Yes	2	
English Language Learners	56%	No		
Asian Students	93%	No		
Black/African American Students	55%	No		
Hispanic Students	62%	No		
Multiracial Students	71%	No		
White Students	74%	No		
Economically Disadvantaged Students	60%	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	38%	Yes	1	
English Language Learners	61%	No		
Asian Students	94%	No		
Black/African American Students	51%	No		
Hispanic Students	70%	No		
Multiracial Students	82%	No		
White Students	78%	No		
Economically Disadvantaged Students	64%	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	46%	No		
English Language Learners	61%	No		
Native American Students				
Asian Students	92%	No		
Black/African American Students	63%	No		
Hispanic Students	67%	No		
Multiracial Students	85%	No		
Pacific Islander Students				
White Students	75%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	63%	60%	63%	61%	76%	61%	60%	50%	78%	81%			57%
Students With Disabilities	35%	36%	48%	48%	44%	40%	31%	20%	59%	36%			28%
English Language Learners	48%	63%	58%	58%	61%	60%	56%	45%	50%	58%			57%
Asian Students	100%		88%		94%	88%							
Black/African American Students	46%	45%	54%	53%	64%	52%	50%	29%	75%	79%			
Hispanic Students	60%	59%	63%	64%	74%	59%	57%	49%	71%	75%			55%
Multiracial Students	77%		60%		83%	63%							
White Students	74%	81%	65%	68%	85%	65%	75%	59%	87%	85%			
Economically Disadvantaged Students	56%	56%	61%	60%	70%	56%	56%	41%	75%	75%			56%

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	55%	61%			74%			52%	89%	89%			61%
Students With Disabilities	22%	40%			44%			21%					65%
English Language Learners	41%	62%			64%			27%	83%	81%			72%
Asian Students	94%				94%								
Black/African American Students	37%	21%			60%			33%	76%	80%			
Hispanic Students	52%	74%			75%			46%	83%	88%			73%
Multiracial Students	78%				85%								
White Students	62%	62%			78%			71%	100%	93%			
Economically Disadvantaged Students	46%	52%			71%			42%	82%	86%			70%

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	62%		52%	51%	77%	69%	70%	60%	96%	85%			75%
English Language Learners	43%		39%	43%	68%	64%	69%	31%	91%	88%			75%
Students With Disabilities	22%		36%	38%	33%	57%	70%						
Native American Students													
Asian Students	95%		79%		100%	95%							
Black/African American Students	45%		47%	56%	66%	60%	67%	54%	87%	86%			
Hispanic Students	58%		46%	46%	75%	68%	71%	54%	96%	82%			74%
Multiracial Students	89%		69%	69%	95%	88%							
Pacific Islander Students													
White Students	73%		61%	59%	82%	72%	67%	74%	97%	89%			
Economically Disadvantaged Students	53%		47%	50%	72%	65%	69%	54%	94%	84%			72%

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

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

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	59%	51%	8%	55%	4%
Ela	4	70%	52%	18%	53%	17%
Ela	5	54%	51%	3%	55%	-1%
Ela	6	69%	51%	18%	54%	15%
Ela	7	63%	50%	13%	50%	13%
Ela	8	59%	48%	11%	51%	8%
Math	3	75%	63%	12%	60%	15%
Math	4	70%	62%	8%	58%	12%
Math	5	63%	60%	3%	56%	7%
Math	6	82%	56%	26%	56%	26%
Math	7	80%	57%	23%	47%	33%
Math	8	29%	30%	-1%	54%	-25%
Science	5	43%	49%	-6%	53%	-10%
Science	8	54%	44%	10%	45%	9%
Civics		78%	69%	9%	67%	11%
Algebra		95%	54%	41%	50%	45%
Geometry		100%	51%	49%	52%	48%

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?

Our ELL proficiency increased by 5%. Appropriate alignment of interventions, strong ESOL Resource push-in support, and monitoring of student data were actions taken to increase proficiency with our ELL population.

Lowest Performance

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

Students with disabilities scored 39 percent. Lack of fidelity in use of interventions.. Additionally, lack of personnel was prohibitive from students receiving ESE services.

Greatest Decline

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

Our Hispanic population's proficiency rates dropped 8% showing the greatest decline. Our population of LY students increased. Our instructional practices did not meet their needs.

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.

When comparing the states data to the school's it indicates that we are above the state in every category. However, our lowest performing subgroup is our SWD's at 39% compared to the states 24%. Our rationale for the scores of the Students with Disabilities pertained to nonproficient monitoring and the level of appropriate interventions. Both areas are being adapted to better prepare the students and staff working with them to increase their proficiency.

EWS Areas of Concern

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

Absenteeism is a potential area of concern.

Highest Priorities

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

Achievement of our SWD subgroup as evident by the PM3 FAST.

Achievement for all students in the areas of ELA and Science as evident by PM3 FAST.

Achievement for all students in Math as evident by the PM3 FAST.

Achievement regression, from Level 5 to Level 4 and from Level 3 to Level 2, as evidenced by the PM3 FAST.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Our areas of focus are to increase achievement across all content areas due to a decline over time in proficiency. In the 21-22 SY our SWD students were at 38% as where in 23-24 SY were at 39% percent.

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.

SWD Subgroup: 39%
Goal: 10% increase in the achievement of our SWD subgroup as evident by the 24-25 SY PM3 data.

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.

Benchmark and MTSS progress monitoring through Branching Minds for the 24-25 SY. Additionally, classroom-data will be utilized to drive and monitor the impact of instruction.

Person responsible for monitoring outcome
Dr. Grimes (Principal)

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:
Utilizing district-provided, intervention resources and decision trees. Intervention data is monitored through monthly team-leader meetings, tracking documentation and systems.

Rationale:
Data has demonstrated a 3 year decline and a need for targeted, tiered interventions along with a

concerted focus on teacher's instructional practice.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken 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
Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Mrs. Rivero	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly PLC and Team Leader Meetings as well as quarterly benchmark/assessment data and grade-book monitoring,

Area of Focus #2

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.

Our area of focus is to increase achievement in the area of ELA in all grade levels due to stagnant results over time in proficiency. In the 21-22 SY our Math proficiency was at 58% as where in 23-24 SY were at 59% percent.

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.

ELA Proficiency: 59%
Goal: By the end of the 2024 - 2025 school year, there will be approximately 3%-5% increase based on grade level needs for all students in the area of ELA as evident by the PM3 FAST.
Third grade - at least 65%
Fourth grade - incoming at 60% - goal 65% proficiency
Fifth grade - incoming 72% - goal 75% proficiency

Sixth grade- incoming 69% - goal 72% proficiency
Seventh grade - incoming 64% - goal 67% proficiency
Eighth grade - incoming 59% - goal 64% proficiency

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.

Benchmark and progress monitoring data for the 24-25 SY. Additionally, classroom-data will be utilized to drive and monitor the impact of instruction. Instructional coach and administrative team will lead weekly data dives with each grade-level to review formative assessment results, identifying deficient standards, and planning for small group instruction/reteaching opportunities. These will become administrative look-fors weekly.

Person responsible for monitoring outcome

Heather Rivero - AP

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:
Utilizing district-provided, intervention resources and decision trees. Intervention data is monitored through monthly team-leader meetings, tracking documentation and systems.

Rationale:
Data has demonstrated a multi year stagnation of proficiency and a need for targeted, tiered interventions along with a concerted focus on teacher's instructional practice.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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
Progress Monitoring

Person Monitoring:
Heather Rivero

By When/Frequency:
Monthly

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

step:
Monthly PLC and Team Leader Meetings as well as quarterly benchmark/assessment data and grade-book monitoring,

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our area of focus is to increase achievement in the area of Science for both 5th and 8th grades due to a decline over time in proficiency. In the 21-22 SY our 5th grade Science proficiency were at 43% as where in 23-24 SY were at 43% percent again. When looking at our 8th grade Science proficiency they fell 3 percentage points from 57% in the 22-23 SY to 54% in the 2324 SY.

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.

Science Achievement: 5th grade 43% proficient - 8th grade 54% proficient
Goal: By the end of the 2024-2025 school year, there will be a 15% increase in achievement for all students in the area of Science as evident by the PM3 FAST.

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.

Benchmark and progress monitoring data for the 24-25 SY. Additionally, classroom-data will be utilized to drive and monitor the impact of instruction.

Person responsible for monitoring outcome

Dr. Lisandra Tayloe - AP

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:

Utilizing district-provided, intervention resources and decision trees. Intervention data is monitored through monthly team-leader meetings, tracking documentation and systems.

Rationale:
Data has demonstrated a multi year decline and a need for targeted, tiered interventions along with a concerted focus on teacher's instructional practice.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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
Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Dr. Lisandra Tayloe	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly PLC and Team Leader Meetings as well as quarterly benchmark/assessment data and grade-book monitoring.

Area of Focus #4

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

Instructional Practice specifically relating to Differentiation

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.

Our area of focus is to decrease the regression of student achievement specifically in the content areas of ELA and Math. The administrative team and instructional coach will engage in weekly collaborative planning sessions to build capacity in the planning process by facilitating grade-level data dives to plan small group, differentiated instruction. During these data dives we will be reviewing standards based formative/informative assessments. Reviewing current data our students had an 18% regression in the content area of ELA and a 29% regression in the content area of Math.

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.

Regression in performance: 18% regression in ELA - 29% regression in Math

Goal: By the end of the 24-05 school year, there will be a 10% decrease in the student achievement regression, specifically from Level 5 to Level 4 and from Level 3 to Level 2, as evidenced by the PM3 FAST.

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.

Benchmark and progress monitoring data for the 24-25 SY. Additionally, classroom-data will be utilized to drive and monitor the impact of instruction.

Person responsible for monitoring outcome
Dr. Guy Grimes

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:
Utilizing district-provided, intervention resources and decision trees. Intervention data is monitored through monthly team-leader meetings, tracking documentation and systems.

Rationale:
Data has identified a 3 decline in achievement levels and a need for targeted, tiered interventions along with a concerted focus on teacher's instructional practice.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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
Progress Monitoring

Person Monitoring:	By When/Frequency:
Dr. Guy Grimes	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly PLC and Team Leader Meetings as well as quarterly benchmark/assessment data and grade-book monitoring,

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.

During the 23-24 SY we saw an increase in the number of students who had missed 10 or more school days as well as in early sign-outs and late arrivals. Students were missing critical instruction throughout the school day. A correlation between low academic achievement and/or regression and attendance was evident in various ESSA subgroups , as indicated by EWS data.

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.

Absent 10% or more school days were a total of 98 students, over 10% of our student population. To address this, students at all grade levels, in conjunction with various stakeholders to include parents, teachers, and other key personnel, have designed student goal setting and monitoring systems. For students in grades K-5, attendance goals as well as academic (reading and math) and behavioral goals must be met in order for the student to qualify to attend quarterly "Level-Up" celebrations. Meeting 3 out of the 4 goals, that is, attaining 75% of the goals will qualify the student for attendance of a celebration. Goal setting resets every quarter. For students in grades 6-8, attaining a 100% achievement of the goal every quarter will make them eligible to participate.

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.

To monitor the desired outcome, we will implement a school-wide FOCUS Friday where students and their teachers will meet to discuss individual progress towards goal attainment. Teachers will record their meetings on shared monitoring system and administration will review. Monitoring by the part of the students, teachers, and parents, will impact student achievement by increasing attendance and maximizing instructional time for students.

Person responsible for monitoring outcome
Dr. Grimes (Principal); Mrs. Rivero (AP); Dr. Tayloe (AP)

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:
To monitor the desired outcome, we will implement a school-wide FOCUS Friday where students and their teachers will meet to discuss individual progress towards goal attainment. Teachers will record their meetings on shared monitoring system and administration will review.

Rationale:
Monitoring by the part of the students, teachers, and parents, will impact student achievement by increasing attendance and maximizing instructional time for students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Review of attendance data to monitored on a monthly basis.

Rationale:
Tracking student attendance can allow is to engage families in discussion about the importance of instructional time as well as allow us to provide families with resources and supports which may be impeding them from having improved attendance.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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.

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.

At each monthly ILT meeting a review of compliance usage of resources will be monitored and modifications made as needed.

Specifics to Address the Need

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

I. Identify students from PM3 data.

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