Jackie Harris Preparatory Academy

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

Jackie Harris Preparatory Academy

8190 PENSACOLA BLVD, Pensacola, FL 32534

www.escambiaschools.org

Demographics

Principal: Celestine Lewis   Start Date for this Principal: 9/21/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Jacqueline Harris Preparatory Academy staff and administration is to develop a partneship between the school the families we serve and the community in helping student reach his for her maximum potential: socially emotionally and academically. Parents will be consulted for assistance in planning all programs and Title I activities.

Provide the school's vision statement.

The vision of the Jacqueline Harris Preparatory Academy staff and administration is to create a diverse school that works with families and the community to successfully educate all of its student at high levels. Along with support and cooperation of the home and community we will develop the academic, social emotional and physical capabilities of each student where they will "Enter to Learn and Depart to Serve."

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

JHPA provides students with a quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The school fosters academic success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Lewis, Celestine	Executive Director	The duties are to foster a positive school culture for students, parents/families and staff; ensures that the staff have the necessary tools and resources to assist students in reaching the school's academic goals; enforce safety; maintain discipline; assess teaching methods, monitor student achievement, encourage parental involvement, establish and or revise policies and procedures, administer and oversee the budget and make executive decisions on how to allocate funds; coordinate and develop standardized curricula and implement standards set by the school district, state, and/or federal regulations. hire and evaluate staff and oversee school facilities.
Dixon, Patricia	Director	The duties are to foster a positive school culture for students, parents/families and staff; ensures that the staff have the necessary tools and resources to assist students in reaching the school's academic goals; enforce safety; maintain discipline; assess teaching methods, monitor student achievement, encourage parental involvement, establish and or revise policies and procedures, administer and oversee the budget and make executive decisions on how to allocate funds; coordinate and develop standardized curricula and implement standards set by the school district, state, and/or federal regulations. hire and evaluate staff and oversee school facilities.
Curry, Mamie		Perform duties within grade level according to Florida State Standards to ensure that each student receive instructions on how to be proficient in all content areas and monitor the progress along the way through testing. When necessary, teachers will refer students for other needed resources. Additionally, teachers will provide students with a safe and productive environment to learn; participate in staff development; manage the classroom, meet with parents, and work closely with school staff.
Crook, Kimberly		Perform duties within grade level according to Florida State Standards to ensure that each student receive instructions on how to be proficient in all content areas and monitor the progress along the way through testing. When necessary, teachers will refer students for other needed resources. Additionally, teachers will provide students with a safe and productive environment to learn; participate in staff development; manage the classroom, meet with parents, and work closely with school staff.
Yost, Frank		Perform ESE duties according to Florida State Standards by servicing each student according to his/her IEP to ensure that each student receive instructions on how to be proficient in all content areas and monitor the progress along the way through testing. When necessary, teachers will refer students for other needed resources. Additionally, teachers will

Name	Position Title	Job Duties and Responsibilities
		provide students with a safe and productive environment to learn; participate in staff development; manage the classroom, meet with parents, and work closely with school staff.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Wednesday 9/21/2022, Celestine Lewis

Total number of students enrolled at the school.
200

Total number of teacher positions allocated to the school.
12

Number of teachers with professional teaching certificates?
7

Number of teachers with temporary teaching certificates?
4

Number of teachers with ESE certification?
1

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	52	32	34	49	15	18	0	0	0	0	0	0	0	200
Attendance below 90 percent	7	16	21	27	9	11	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	8	7	1	0	0	0	0	0	0	0	0	16
Course failure in Math	0	0	4	4	1	0	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	3	8	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	7	13	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	8	8	3	7	0	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	3	1	3	20	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 8/22/2022

2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	34	35	33	20	30	0	0	0	0	0	0	0	202
Attendance below 90 percent	8	22	21	20	8	14	0	0	0	0	0	0	0	93
One or more suspensions	0	0	1	1	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	1	3	11	1	2	0	0	0	0	0	0	0	18
Course failure in Math	0	1	1	13	1	4	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	20	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	14	22	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	11	1	4	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	56%					53%	57%
ELA Learning Gains								55%	58%
ELA Lowest 25th Percentile								52%	53%
Math Achievement		46%	50%					57%	63%
Math Learning Gains								60%	62%
Math Lowest 25th Percentile								52%	51%
Science Achievement		52%	59%					54%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	56%	-25%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	25%	52%	-27%	58%	-33%
Cohort Comparison		-31%				
05	2022					
	2019	27%	51%	-24%	56%	-29%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	13%	55%	-42%	62%	-49%
Cohort Comparison		0%				
04	2022					
	2019	25%	58%	-33%	64%	-39%
Cohort Comparison		-13%				
05	2022					
	2019	28%	55%	-27%	60%	-32%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	15%	55%	-40%	53%	-38%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	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
BLK	18	44		6	8	20					
FRL	17	44	70	6	8	10					

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK	13	9		1	5		5				
FRL	14	10			10						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15			8							
BLK	28	40	55	20	51	60	16				
FRL	24	40	50	17	48	50	20				

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	178
Total Components for the Federal Index	7
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Instruction and interventions were delivered to students in a tiered-model by varying intensities based on student need. Students who were low performing based on Star 360 Assessment Data were identified as needing Tier II or Tier III instruction with Tier III needing more intense interventions. Star 360 Assessments were done at the beginning of the school year to identify students and then quarterly to monitor their progress.

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

English Language Arts showed the most improvement with an increase of 0f 6.5% in Achievement Levels 3-5 on the latest FSA. Students received direct whole group instruction as well as an additional 30 minutes or 1 hour based on progress monitoring Tier Level placement. The Tier 3 Levels received small group foundational skills instruction utilizing District approved programs: Sonday Systems or HMH Into Reading Foundational Skills and Word Study Studio. These students along with the Tier II Level students received an additional 30 minutes small group direct instruction from the teacher or in person tutoring from Sylvan Learning.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Math showed the least improvement with an increase of 5.3% in Achievement Levels 3-5 on the latest FSA. The area of focus that is in the greatest need for improvement is Math. Also, the basis for this conclusion is diagnostic and progress monitoring data. What is problematic is that students are not comprehending what they are reading when given word problems. They also lack number sense and have deficits in place value knowledge.

What trends emerge across grade levels, subgroups and core content areas?

Our students are not comprehending (understanding) what they read across grade levels, subgroups and all content areas (ELA, Math, and Science). They need remediation in the foundational skills (phonemic awareness, phonics, fluency, and vocabulary) so they can comprehend what they read across all content areas. A trend in Math across all grade levels is that interventions need to be provided for the domain numbers and operations. Star 360 Assessments and i-Ready Assessments throughout the school year indicate these areas for concern that needs to be remediated.

What strategies need to be implemented in order to accelerate learning?

Researched based reading interventions such as Direct Explicit Systematic Instruction to address foundational reading skills, reading comprehension, and math operations will accelerate learning. Interventions need to be provided on a regular basis during the extra hour of reading for students who need intense intervention. Reading interventions need to be provided in small groups instruction and tutoring as available.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Teachers will take advantage of district trainings to become reading endorsed as well as professional development in person and online trainings alonf with other professional development and curriculum trainings provided at the school.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Proficiency level for ELA on the latest FSA for students were 19.8% and in 2021 the proficiency rate was 13.3%. 2021-2022 progress monitoring data also demonstrates the severity of proficiency scores.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency gains will meet Commendable Rating for 2022-2023. Learning gains will be based on the Progress Monitoring 3 FAST Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Data from iReady and Star 360 progress monitoring assessments as well as AP1, AP2, and AP3 as well as Progress Monitoring 1 & 2 FAST Assessment data will be collected and analyzed by teachers and school's Data Team. Administration will monitor the progress of students receiving Tier II and Tier III interventions and promote teachers' professional development to help improve the effectiveness of intervention.

Person responsible for monitoring outcome:

Patricia Dixon (pdixon1@jhpacademy.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teach students how to use reading comprehension strategies with Direct Explicit Systematic Instruction: question generation, visualization, text structure, self-monitoring, inference and retelling. There is strong evidence that these intentional strategies improve reading comprehension.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Comprehension is hindered when students lack ability to apply decoding strategies, lack vocabulary and lack background knowledge. Students need explicit instruction in reading comprehension strategies such as visualization, questioning, making inferences, and retelling. The practices selected are based on the recommendations of The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, and Improving Reading Comprehension in Kindergarten Through 3rd Grade. Fourth and fifth grade students needing intervention in foundational skills and/or comprehension benefit from instruction aligned to the recommendations outlined in What Works Clearinghouse practice guides for K-3.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Leadership Team will review student performance in 2022 FSA data, 2022 progress monitoring data, and Star 360 2022 AP3 data. The Leadership Team will meet with teachers to review this data and identify students who will need Tier II and Tier III interventions. Teachers will meet with students to develop goals based on student data. The Leadership Team will conduct walkthroughs during the literacy block and during intervention periods, and provide feedback to teachers regarding implementation of planning and fidelity of the intervention.

Person Responsible   Celestine Lewis (clewis@jhpacademy.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	N/A

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Proficiency level for Math on the latest FSA for students were 7.9% and in 2021 the proficiency rate was 2.6%. 2021-2022 progress monitoring data also demonstrates the severity of proficiency scores.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math proficiency gains will meet Commendable Rating for 2022-2023. Learning gains will be based on the Progress Monitoring 3 FAST Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Data from iReady and Star 360 progress monitoring assessments as well as AP1, AP2, and AP3 as well as Progress Monitoring 1 & 2 FAST Assessment data will be collected and analyzed by teachers and school's Data Team. Administration will monitor the progress of students receiving Tier II and Tier III interventions and promote teachers' professional development to help improve the effectiveness of intervention

Person responsible for monitoring outcome:

Patricia Dixon (pdixon1@jhpacademy.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In 16 studies which included mathematical language to help boost students understanding of mathematics concepts and procedures, results were favorable. 14 studies focused on students explaining mathematical thinking and verbalizing solutions methods. Students will benefit from instruction aligned to the recommendations outlined in What Works Clearinghouse Guide for Assisting Students Struggling with Mathematics, Interventions in the Early Grades. Strategies aligned to ECSD K-12 Mathematical Practices and the Envision Math Curriculum. Also, according to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Leadership Team will review student performance in 2022 FSA data, 2022 progress monitoring data, and Star 360 2022 AP3 data. The Leadership Team will meet with teachers to review this data and identify students who needs intervention. Teachers will meet with students to develop goals based on student data. The Leadership Team will conduct walkthroughs during the math block and small group intervention period and determine the need for future professional development opportunities.

Person Responsible   Celestine Lewis (clewis@jhpacademy.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	N/A

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Proficiency level for Science on the latest Statewide Science Assessment for students were 0% and in 2021 the proficiency rate was 4.4%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Science proficiency gains for students will meet a Level 3 Achievement Rating. Learning gains will be based on the 5th Grade Statewide Science Assessment for 2022-2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data from Schoolnet Pretest and 5th grade Quarterly Testing will be collected and analyzed by teacher and Data Team. Teacher will also monitor unit assessments results to reteach science standards for students who score below 70%.
Person responsible for monitoring outcome:	Mamie Curry (mcurry@jhpacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students lack content area vocabulary knowledge. With improvement in reading science scores should improve. Our students are not comprehending (understanding) what they read across grade levels, subgroups and all content areas (ELA, Math, and Science). They need remediation in the foundational skills (phonemic awareness, phonics, fluency, and vocabulary) so they can comprehend what they read across all content areas. According to the IRIS Center, Building Vocabulary and Conceptual Knowledge Using the Frayer Model is a researched based strategy. Using a graphic organizer such as the Frayer Model can be helpful. When used appropriately, the Frayer Model allows teachers to incorporate the elements of vocabulary instruction (i.e., selecting words, explicitly defining and contextualizing the term, helping students actively process the word, providing multiple exposures to term).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The Leadership Team will review 5th grade student performance on the Quarterly Schoolnet Science Assessments. The Leadership Team will meet with teachers quarterly to ensure schoolwide adherence to the District's Science Pacing Guide for K-5. Teachers will provide an interactive word wall for Kindergarten through Fifth Grade Science Vocabulary must know words provided by the District Science Department for each unit of study. Students will keep the Frayer Organizers in a Science Journal for multiple exposures to science vocabulary. The Leadership Team will determine the need for future professional development opportunities.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	N/A

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data will be collected and analyzed from the daily attendance in Focus.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Target area, related data and resulting action steps will be communcated to stakeholders via letters being sent home with students from Administration, phone calls from classroom teachers and flyers sent home about the important of daily attendance.

Describe how implementation will be progress monitored.

Implementation will be progress monitored by requesting parents to attend a Attendance Child Study Meeting.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Administration will send out attendance follow-up letters to parents. If parents fail to respond, information will be forwarded to ECSD Truancy Team.	Dixon, Patricia, pdixon1@jhpacademy.org
Parents who attend will assistCST in creating a Attendane Plan/Contract to make sure student is in attendance unless ill and will provide school with a medical excuse when necessary.	Dixon, Patricia, pdixon1@jhpacademy.org