

Escambia County School District

Jackie Harris Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Jackie Harris Preparatory Academy

8190 PENSACOLA BLVD, Pensacola, FL 32534

www.escambiaschools.org

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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 partnership 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."

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	<p>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.</p>
Dixon, Patricia		<p>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.</p>
Curry, Mamie		<p>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.</p>
Crook, Kimberly		<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
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 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.

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. (ESSA 1114(b)(2))

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

The process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students and families, and business or community leaders) will be to invite all to out meetings to give input on how we can all wok together to meet the needs. We utilize this input or suggestions when we are collaborating on the SIP development process.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap at least each 9 weeks with stakeholdes and more often as needed. Jacqueline Harris staff will readily revise the plan as neccessary in an effort to minimize our students acheivement gap.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No

ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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 (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	4	26	17	14	20	6	0	0	0	87	
One or more suspensions	0	1	1	1	0	0	0	0	0	3	
Course failure in English Language Arts (ELA)	0	1	3	6	1	0	0	0	0	11	
Course failure in Math	0	1	1	13	0	0	0	0	0	15	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	2	3	7	1	0	0	0	0	13

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

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

Prior Year (2022-23) As Initially 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 days	7	16	21	27	9	11	0	0	0	91	
One or more suspensions	0	0	0	2	0	1	0	0	0	3	
Course failure in ELA	0	0	8	7	1	0	0	0	0	16	
Course failure in Math	0	0	4	4	1	0	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	14	3	8	0	0	0	25	
Level 1 on statewide Math assessment	0	0	0	8	7	13	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	8	8	3	7	0	0	0	0	26

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	7	16	21	27	9	11	0	0	0	91	
One or more suspensions	0	0	0	2	0	1	0	0	0	3	
Course failure in ELA	0	0	8	7	1	0	0	0	0	16	
Course failure in Math	0	0	4	4	1	0	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	14	3	8	0	0	0	25	
Level 1 on statewide Math assessment	0	0	0	8	7	13	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	8	8	3	7	0	0	0	0	26

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	21	48	53	20	51	56	13		
ELA Learning Gains				48			8		
ELA Lowest 25th Percentile				73					
Math Achievement*	13	50	59	8	46	50	3		
Math Learning Gains				11			8		
Math Lowest 25th Percentile				18					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	6	52	54	0	52	59	4		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	63
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	178
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD				
ELL				
AMI				
ASN				
BLK	16	Yes	4	2
HSP				
MUL				
PAC				
WHT				
FRL	16	Yes	4	2

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%
SWD				
ELL				
AMI				
ASN				
BLK	16	Yes	3	1
HSP				
MUL				
PAC				
WHT				
FRL	22	Yes	3	1

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)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	21			13			6					
SWD												
ELL												
AMI												
ASN												
BLK	22			13			7				4	
HSP												
MUL												
PAC												
WHT												
FRL	20			12			7				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	20	48	73	8	11	18	0					
SWD												
ELL												
AMI												
ASN												
BLK	18	44		6	8	20	0					
HSP												
MUL												
PAC												
WHT												
FRL	17	44	70	6	8	10	0					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	13	8		3	8		4					
SWD												
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	13	9		1	5		5					
HSP												
MUL												
PAC												
WHT												
FRL	14	10		0	10		0					

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	16%	49%	-33%	54%	-38%
04	2023 - Spring	31%	57%	-26%	58%	-27%
03	2023 - Spring	22%	44%	-22%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	20%	51%	-31%	59%	-39%
04	2023 - Spring	13%	58%	-45%	61%	-48%
05	2023 - Spring	5%	47%	-42%	55%	-50%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	5%	51%	-46%	51%	-46%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

SCIENCE

Factors: Attendance

Started using District Curriculum

This was the first year the school used the District's Science Curriculum digitally. It takes time for instructional Staff and Learners to adjust.

Lack of Foundational Skills and Vocabulary to comprehend Science Text

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

Science. The proficiency rate for 2021-2022 was 4.4% and for this year 5%. There was no progress made. A new curriculum was introduced digitally so growth should be seen next year as the instructional staff becomes more familiar in using and teaching the curriculum.

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.

Science had the greatest gap when compared to the state average. The school has not had a set curriculum. Gains should be seen next testing because students will not only have access digitally but also have printed copies of the science curriculum.

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

When comparing 22 to 23 Proficiency chart, Math seems to be the most improved. We went from 8% (21-22) to 14.8% (22-23) with a 6.8% positive change compared to ELA's 3.5% positive change. We contribute that to our new Math curriculum that aligns well with the new standards and the many resources provided within the curriculum.

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

The EWS Course Failure in Math & ELA correlates with ATTENDANCE below 90%

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

SCIENCE: Increasing experiences reading more science text and connecting to hands-on experiences will impact Science and ELA cells. Also, printed version of the curriculum will be provided to students.

ATTENDANCE: Creating an incentive plan to motivate students to be in attendance more often.

VOCABULARY: Implementing a Schoolwide Vocabulary Initiative for core subjects (ELA, Math, and Science) to enhance comprehension of academic vocabulary.

FOUNDATIONAL SKILLS for Math and ELA

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to EWS Data, 46% of our students are attending school less than 90% of the time thus affecting ELA, Math, Science proficiency and Learning Gains..

Measurable Outcome:

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

The school plans to reduce 46% absentee rate to 40% by the end of the school year.

Monitoring:

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

Monitoring will be completed from reports & data in FOCUS Computer System on Monthly Basis.

Person responsible for monitoring outcome:

Patricia Dixon (pdixon1@jhpacademy.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor the progress of all students and proactively intervene when students show early signs of attendance problems.

Provide intensive individualized support to students who have fallen off track and faced significant challenges in order to attend school daily.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Preventing Dropout for Secondary Schools, monitoring the progress of all students, proactively intervening when students show early signs of attendance problems, and providing intensive individualized support to students will make a positive impact on student success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership will establish school-wide protocols for attendance. The protocols will be monitored by data review.

Person Responsible: Patricia Dixon (pdixon1@jhpacademy.org)

By When: Teachers and students will receive feedback about attendance on a monthly basis.

Each teacher will make at least one positive call home to each student within their classes once per month. The teacher will log these calls on a parent contact form.

Person Responsible: Patricia Dixon (pdixon1@jhpacademy.org)

By When: Monthly or as needed.

Create a positive incentive plan for students with zero absenteeism.

Person Responsible: Patricia Dixon (pdixon1@jhpacademy.org)

By When: Quarterly

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in Science has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Economically Disadvantaged (6.7%), African American/Black (6.7%) we will increase reading more science text and connecting to hands-on experiences that will impact Science and ELA cells.

Measurable Outcome:

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

JHPA plans to work toward increasing the Science Proficiency of 5.9% to at least 10% during this school year. for ESSA subgroups for African Americans/Black and Economically Disadvantage.

*Proficiency levels indicated for 2023 are based on levels set as of July 2023.

Monitoring:

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

The data metrics that will be utilized to monitor the Science goal will be unit tests, and quarterly progress monitoring. The Leadership Team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data quarterly. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Mamie Curry (mcurry@jhpacademy.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School Leadership ensures that teachers have a shared understanding of the curriculum and standards across the grades.

Provide immediate corrective feedback on assessment performance to enhance long term learning. (Assessment for all Schools- Tier 1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to 10 Key Practices for Assessment in Schools, ensuring that teachers have a shared understanding of the curriculum and standards across the grades will make a positive impact on student success.

According to Assessment of all Schools, providing immediate corrective feedback on assessment performance will make a positive impact on student growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data - The Leadership Team will meet with Teachers to discuss SSA and prior year data for overall population and specific subgroups to include African Americans and Economically Disadvantaged students. The leadership will also review unit assessments with the teachers on a monthly basis and develop a reteach plan utilizing bellringers and small groups. The reteaching lesson will include utilizing ELA strategies when students are working through science assessment questions.

Person Responsible: Kimberly Crook (kcrook@jhpacademy.org)

By When: 1st and 2nd Semester

Planning- The District Science Specialist will meet with the 5th grade science teacher twice per month analyzing the test item specifications, unit assessments and district provided curriculum to ensure teachers have a deeper understanding of the benchmarks. During weekly planning, Teachers and the Leadership Team will review district-provided lessons and identify student misconceptions and how to address them during instruction, create exemplars for student answers, decide appropriate ELA strategies (including vocabulary development) to incorporate in reading and answering science questions, and practice delivering content.

Person Responsible: Patricia Dixon (pdixon1@jhpacademy.org)

By When: 1st & 2nd Semester

Classroom walks/feedback- The leadership will walk science classrooms once per week to monitor benchmark aligned lesson implementation and provide teachers feedback on the visit. The feedback will include benchmark alignment, student engagement, questioning, and student discourse.

Person Responsible: Mamie Curry (mcurry@jhpacademy.org)

By When: 1st and 2nd semester

The Science Teachers will take students to the STEAM lab once a month for K-3 every two weeks for 4th and 5th grade to work on science labs and STEAM activities that aligned to the content the students are currently working on. The activities will incorporate other academic areas such as reading and mathematics to increase the understanding of the science content and provide students with a real life connection. Utilize UniSIG funds to purchase science supplies for hand-on activities and labs, and Measure Up! science supplemental workbooks for interventions and small group instructions.

Person Responsible: Mamie Curry (mcurry@jhpacademy.org)

By When: 1st and 2nd semester

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource

duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The following data was used to determine the critical need:

 0 % of Kindergarten ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

 9.1 % of First grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

 65 % of Second grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

Students who score below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2022-2023 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:

Third grade ELA students scoring below proficiency rate was 92.9% on the 2023 FAST.

Fourth grade ELA students scoring below proficiency rate was 91.7% on the 2023 FAST.

Fifth grade ELA students scoring below proficiency rate was 71.4% on the 2023 FAST.

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 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 Measurable Outcomes

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase for grades kindergarten through 2nd grade to 50% or higher on FAST-STAR PM3.

Grades 3-5 Measurable Outcomes

The ELA proficiency rate will increase for grades third through fifth to 50% or higher in each grade on the 2024 FAST PM3.

Monitoring

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 impact student achievement outcomes.

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
 - a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
 - b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
 - c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
 - d. Grades 3-5: analyze results by classroom of district module assessments.
2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Dixon, Patricia, pdixon1@jhpacademy.org

Evidence-based Practices/Programs

Description:

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. §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?

JACQUELINE HARRIS PREP ACADEMY uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district’s K-12 Comprehensive Evidence-based Reading Plan outlines in detail how Into Reading meets Florida’s definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school’s administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RTI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated` intervention period daily.

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
<p>Action Step 1: Literacy Leadership- Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth. Provide Professional Development regarding the B.E.S.T. ELA Standards, including writing. Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.</p> <p>Action Step 2: Literacy Coaching- District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing. Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.</p> <p>Action Step 3: Assessment Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention. Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.</p> <p>Action Step 4: Professional Learning - We will provide training to teachers at our school on the following: Use of STAR360 reports, core reading program data, and the intervention decision trees Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period. Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan The B.E.S.T. ELA standards and the science of reading.</p>	<p>Dixon, Patricia, pdixon1@jhpacademy.org</p>

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Jacqueline Harris' 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) will be via our school website, as well as sharing with our stakeholders during teacher/staff meetings, orientation, open house, workshops, student data chat meetings, parent meetings, assemblies, etc. Copies can also be obtained from the school office upon request.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School APTA Meetings. Regardless of membership status, all stakeholders are invited to attend APTA meetings. Links to the school's SIP are posted on the school's homepage at www.jhpcademy.org

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Jacqueline Harris will continue to build positive relationships with parents, families and othe community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress by recruiting them to be a part of our Active Parent/Teacher Association(APTA) Meetings, and offer opportunities to them for volunteering at various school events. Flexible parent meetings will be offered both during the day and evenings and at varying times to accommodate schedules. Provide materials and training to help parents support their child's learning at home. These activities include open house, conferences, family events, and meetings where assessment data, activities, and standards are shared and discussed. Communication will be provided a variety of ways including flyers, school website, school social media page, newsletters, phone calls, conferences, etc. Information will be provided in a format and language parents can understand for all ib both englis and spanish or provide an interpreter when needed.

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Academic Family Nights are scheduled to build the capacity of families in Language Arts, Science and Math. Teachers will share strategies which can be used at home. Teachers send daily* and/or weekly* information home to parents regarding their child's academic and social progress.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website ar www.jhpcademy.org

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 III of the SIP. (ESSA 1114(b)(7)ii)

Jacqueline Harris 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 by investing in

purchasing science curriculum use by the local school district as well as utilize more funds on projects with the lessons being taught along with more visuals such as enriched field trips to help students make the connection to materials being studied. Also, extended day and Saturday School events may be offered if funding and staffing permits.

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). (ESSA 1114(b)(5))

Title I, Part D: Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.

ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.

Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

N/A

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. (ESSA 1114(b)(7)(iii)(II))

N/A

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 ESSA 1114(b)(7)(iii)(III).

N/A

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. (ESSA 1114(b)(7)(iii)(IV))

N/A

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science				\$67,644.55
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	2104 - Jackie Harris Preparatory Acad	UniSIG		\$3,400.00
			Notes: Jackie Harris Preparatory Academy Focus Area 2 Office supplies to support benchmark-aligned instruction. (Chart paper, paper, pencils, notebooks ,staplers, staples, composition books, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips)			
	5100	394	2104 - Jackie Harris Preparatory Acad	UniSIG		\$11,600.00
			Notes: Jackie Harris Preparatory Academy Focus Area 2 Math manipulatives K-5 to support benchmark-aligned instruction. (Tangrams, attribute blocks, fraction bars, GEO boards, color counters, Judy clocks, number cards, addition table, 3D figures, blank pictograph, connecting cubes, fractions of circles, rulers, centimeter grid, multiplication table, measuring cups, play bills, play coins, blank clock faces, math charts)			
	5100	394	2104 - Jackie Harris Preparatory Acad	UniSIG		\$2,292.00
			Notes: Jackie Harris Preparatory Academy Focus Area 2 Field trip (in-house)- Pensacola Mess Hall (interactive science activities K-5) Pensacola Mess Hall School Science Field Trip to give students a hands-on math, engineering, and science experience where they will explore perspective, perception, and patterns engaging them in looking from different angles. Total students: 191 (K-5)			
	5100	394	2104 - Jackie Harris Preparatory Acad	UniSIG		\$10,472.62
			Notes: Jackie Harris Preparatory Academy Focus Area 2 ink/toner to support benchmark-aligned instruction.			
	5100	394	2104 - Jackie Harris Preparatory Acad	UniSIG		\$29,763.69
			Notes: Jackie Harris Preparatory Academy Focus Area 2 Science K-5 supplies to support benchmark aligned instruction. (Engineer kit, Real bud kit, Graduated cylinders, balance scales, planet models, clay, rulers, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit, liquid measurement kit.)			

	5100	394	2104 - Jackie Harris Preparatory Acad	UniSIG		\$3,600.00
			<i>Notes: Jackie Harris Preparatory Academy Focus Area 2 Digital Microscopes to support benchmark-aligned instruction in the science lab and classroom. 12 x \$300 = \$3000 + 10% shipping \$300 = \$3,600 10% shipping</i>			
	6400	394	2104 - Jackie Harris Preparatory Acad	UniSIG		\$3,000.00
			<i>Notes: Jackie Harris Preparatory Academy Focus Area 2 Professional Development HMH to support improving science deficiency.</i>			
			2104 - Jackie Harris Preparatory Acad			\$3,516.24
			<i>Notes: Jackie Harris Preparatory Academy Focus Area 2 Measure Up! Science supplemental workbooks to support interventions and small group instruction. 210 Student workbooks 6 Teacher editions (included) Total cost: 210 student workbooks X \$14.95 = \$3,139.50 plus shipping cost of \$376.74</i>			
Total:						\$67,644.55

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No